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ABSTRACT

Will the nation have the trained teaching force required to deal with educational problems in the 1980s and beyond? Concern with the issues that relate to the answer to this question led the Council of Chief State School Officers to appoint an Ad Hoc Committee to investigate these issues. The committee sent a survey to the 50 chief state school officers in the summer of 1981 to document then current state policies which affected the quality of teachers and training. This report consolidates and synthesizes information from the survey into six chapters. Chapter I deals with attracting, preparing, licensing, and retaining persons for the teaching profession. The second chapter discusses attracting people to the teaching profession. Chapter III examines issues involved in preparing persons for teaching. The fourth chapter details the licensing of persons for the teaching profession. Chapters V and VI outline ways to retain teachers and research recommendations respectively. The appendix offers a state by state breakdown on chapter topics. (JMK)

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A National Emergency in Teaching

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A report from the
Council of Chief State School Officers

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January 1984

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SP023738

A NATIONAL EMERGENCY

IN

TEACHING

* *

a report of the
Council of Chief State School Officers
Ad Hoc Committee on
Teacher Certification, Preparation,
and Accreditation

* *

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PREFACE

Will the nation have the trained teaching force required to deal with educational problems in the 1980s and beyond?

Concern with the issues that relate to the answer to this question led the Council of Chief State School Officers to appoint an Ad Hoc Committee on Teacher Certification, Preparation, and Accreditation in August of 1980. The committee was charged with the responsibility of considering the following factors which influence the quality of teachers and the quality of teaching:

- recruitment and selection procedures,
- increased social and legal demands on teacher performance,
- competency-based teacher education,
- certification standards,
- accreditation,
- length of employment, and
- level of comparison.

The committee was asked to conduct an in-depth analysis of the most critical issues and develop practical recommendations for action.

The first activity of the committee was a survey of the 50 chief state school officers aimed at documenting current state policies which affect the quality of teachers and teaching.

The first decision of the committee was to focus the survey on six major policy areas:

- recruitment and selection,
- certification or licensing standards,
- competency-based teacher education (CBTE),
- in-service education,
- personnel evaluation, and
- recertification of teachers.

The questionnaire was unique in its form and approach. It stated alternative policy options in each of the six areas. It then asked chiefs if the policy was currently in effect in their states; whether or not they favored it, regardless of whether or not it was in effect; whether or not they expected a change in the policy by 1985; what they saw as the most desirable policy on the issue, and what events might facilitate or deter the adoption of the desirable policy.

Questionnaires were mailed to all 50 chief state school officers during the summer of 1981. Analysis of the responses proved to be more complex than had been anticipated, mostly because of the unique questionnaire format.

The Ad Hoc Committee developed a draft report, dated July 1982, and this draft was disseminated widely among the SEA chiefs.

Subsequent to this dissemination, two members of the original committee departed their posts as chief state school officers. This prompted a restructuring of the committee by President Calvin Frazier. After careful review of the earlier report, the committee decided to take the following action:

- conduct another analysis of the original reports submitted by the states; and
- use this analysis as a basis for a second Committee Report which would take a broader view of the certification, preparation, and accreditation issues.

In writing this report, it was the Committee's decision to consolidate the six major policy areas included in the first report into four areas:

- attracting persons to the teaching profession,
- preparing persons for teaching,
- licensing persons for the teaching profession, and
- retaining teachers.

Keeping in mind the fact that the survey may have posed more questions than were answered, a chapter has been added which includes a discussion of recommendations for additional research.

It was important to clarify some issues about the survey and this resulting analysis to derive the greatest benefit possible from the original survey.

In order to extract the relevant information from the survey, the state-based data reporting system was converted to an issue-based data reporting system. The amount of data generated from this survey analysis was considerable.

To further decipher the information provided by the states, brief summary sheets pertaining to each question were developed. These summary sheets were the primary source of information for the report.

The purpose of the short summaries is to focus discussion on the synthesized points drawn from the analysis. For each part of the survey, generalizations are included which are easily identified from the analysis. Following this are the indirectly implied but overriding issues contained in the analysis. In the analysis of the data, no license was taken. Yet, as noted earlier, because of the magnitude of the information, summaries were necessary to be able to focus on the issues.

When reading the overviews of the survey contained in Chapters II-V, keep in mind the following observations:

- The original survey is dated. It was tabulated in early 1982. The data are a year and a half old, at least. Given the recent nationwide attention to public school and teacher effectiveness, many states have initiated programs to improve the quality of teaching. Therefore, these changes will not be reported here. Alabama, Arizona, California, Colorado, Connecticut, Louisiana, New Mexico, and Texas have recent policies on competency-based teacher education which are not reflected in the survey.

- The survey is detailed. It was designed to gather a number of subjective responses from state education agencies. The benefit of the survey may be found in the variety of those responses. The reader is encouraged to consider the responses as stimulating and thought-provoking ideas, not as issues that can compare one state with another or be generalized as appropriate to all states. They are ideas, not consensus. This is particularly true of the questions concerning future directions, most desirable policies, helps, and deterrents.

- There is an apparent bias toward competency-based education. The number of questions and the detail sought in this area are disproportionate to the other questions.

- Forty-six states are reported in this survey analysis.

Acknowledgement should be given to the many people who have made this work possible. Particular credit goes to the research and policy development staff of the Pennsylvania Department of Education who contributed important technical expertise to this study. George E. Brehman and Alfonso S. Zawadski created an innovative questionnaire and reduced masses of data on rules and regulations to readable policy tables.

Sherri Z. Heller helped shape the kind of conceptual approach to the project that makes policy analysis different from data analysis. All of their work was, of course, dependent on the cooperation of all of the chief state school officers who took time to respond carefully to a lengthy and complex questionnaire.

A special thanks is given to Gene Wilhoit, Survey Analyst for the CCSSO and Denis Graham, Consultant for the Nevada Department of Education. Gene Wilhoit's compilation of the data and his analysis of the survey considerably facilitated the work of the Ad Hoc Committee. Without Denis Graham's efforts in reducing discussions, observations, data analysis, and formating decisions to writing, the final product would not have been possible.

With the recent flurry of reports on the condition of education, hopefully this effort will be helpful in fixing our sights upon what must be done. Collectively, we blend the balance between philosophy and leadership, thought and action, vision and the pragmatism so necessary to respond to the current challenge. What is required is our dedication to the task.

Ted Sanders

CHAPTER I

ATTRACTING, PREPARING, LICENSING, AND RETAINING PERSONS FOR THE TEACHING PROFESSION

Introduction

The achievements of American schools during the last thirty or forty years have been nothing short of spectacular. In 1951, fewer than 50 percent of the nation's students graduated from high school. Today, the figure is more like 80 percent. Over 90 percent of all school-age youngsters are now in school. No other nation has such a high percentage.

The sophistication of what is taught in the schools has increased along with access to schooling. More than 90 percent of today's adult population attended public schools. Thus, it can be said that U.S. world prominence in such fields as space technology, medicine, electronics, and communications has been achieved, in large measure, through the work of public school graduates.

"A National Emergency in Teaching"

Despite the importance of these achievements, most teachers have not been drawn from that segment of American students with the greatest academic ability. Since the 1920s, research studies have shown that many who enter teaching score less well on measures of academic ability than other college graduates. Lately, however, the problem has grown more acute. In 1976, college seniors majoring in education ranked 14th of 16 college specialties on measures of verbal skills and 15th on tests of mathematical knowledge. Average verbal SAT scores of education majors entering college declined from 418 to 389 between 1972 and 1980. Mathematic scores fell from 449 to 418. Both declines are steeper than the average 20-point drop found in students entering other subject areas. The SAT scores of 1980 senior education majors were 48 points below the national average in mathematics and 35 points below in verbal skills.

Critics of teachers and teacher education cite such data as evidence of the low caliber of the country's teaching corps and the ineffectiveness of teacher education programs. Defenders of teachers and their training often question the assumption that standard measures of academic ability are reasonable indicators of teaching ability.

However, even the strongest supporters of teachers agree that more compelling incentives are needed to attract and retain high-quality teachers. Ernest Boyer, President of the Carnegie Foundation for the Advancement of Teaching and former U.S. Education Commissioner, calls it "a national emergency in teaching.... rewards are few, morale is low, the best teachers are bailing out and the supply of good recruits is drying up."

In this regard there are a few facts worthy of note. For example, in prior years, the most educated members of our nation's communities were teachers and clergy. Today, however, many members of the community are better educated than teachers. Therefore, teachers no longer have the benefit of the same kind of status and prestige they previously enjoyed. This change in the social perception of teachers is a notable disincentive to persons considering teaching as a career.

Another social change which is having an enormous impact on teaching is the influence of the women's movement. In prior years, the most talented women became teachers because it was one of the most prestigious occupational fields available to them. Today, because of increased awareness among women and increased opportunities in other professions than teaching, many of the most able and talented women are electing to prepare for and enter other occupations. This change in work force demographics is having a considerable impact on the supply of new teachers to the profession, both in terms of quantity and quality.

As future plans to recruit teachers are developed, the changing social scene will undoubtedly require potential teachers to be drawn from non-traditional sources. References were made earlier to the fact that many people are as well-educated as or better-educated than the teachers who teach their children. The question needs to be asked, Should these well-educated members of the community become candidates for teacher recruitment? Such a resource would be different from the traditional teacher supply pool. Further, it needs to be kept in mind that in order to tap this new kind of teacher supply pool, it may be necessary to provide new types of options for employment in teaching. For example, local education agencies may choose to hire persons who are otherwise employed to teach one or two class periods per day.

Regional Changes Related to Attracting, Preparing, Licensing, and Retaining Persons for the Teaching Profession

It goes without saying that all 50 states are unique in their approach to teacher preparation; however, the survey analysis conducted for this study pointed out that in spite of these differences, there are similarities among states in the same regions of the country. Neighboring states appear not only to be moving in the same direction, they even seem to be at similar points in their consideration of adopting new teacher education policies.

The Sunbelt in the Forefront of Change

With few exceptions, the south Atlantic states have been the leaders in implementing change in teacher education. Many of these changes occurred during the 1970s and these states served as pioneers by setting cutoff scores on tests of basic skills for entering into teacher education programs, using competency tests of basic and professional skills as qualifiers for initial certification, and linking recertification to continuing education and on-the-job performance.

Actually, the states leading the implementation of these changes stretch westward out across the Sunbelt from Florida through Oklahoma and out to California. The survey responses provide few, if any, clues about why sweeping changes have been adopted primarily in this region of the country. Simple speculations about increased population do not seem to hold up when the demographic data are examined carefully. Florida, for example, has made major changes in its certification procedures, yet population increases there have been largely made up of senior citizens. Teacher salaries are lowest in the southeast portion of the country. Therefore, it does not seem likely that minimum standards were adopted because there was an adequate number of college students who were talented enough to meet these standards or were attracted to teaching by high salaries.

One clue to the unusual steps the south Atlantic states have taken in teacher education may be the existence of the Southern Regional Education Board (SREB). This consortium was established by an interstate compact in 1949 to assist participating states in improving the quality of higher education. The compact has now been ratified by the legislatures of fourteen southern states. The activities of the SREB may not be casually related to the changes that have taken place in teacher education in the Sunbelt. For example, an SREB task force charted a course before others did when in June of 1981, their report urged states to make a commitment to higher teacher salaries. That report, while noting that "the region's immediate challenge is to implement minimum standards across the board in each state" goes on to set as the goal for the 1980s "substantial improvement of academic standards above these minimum expectations".

The Sunbelt states exhibited another surprising characteristic. These states have generally introduced reforms in teacher education policies in an all-at-once "grand design" manner, rather than experimenting with changes one at a time. In contrast, the other states now proposing changes in teacher education policies are moving more slowly.

Slow, Cautious Movement in the Middle Atlantic States and Westward

The majority of these states, stretching westward from the Middle Atlantic states, are now involved in major studies aimed at redesigning aspects of their teacher education rules. These state education agencies are moving more cautiously than the Sunbelt states did, and are usually considering potential changes one at a time, thereby perhaps communicating a constant awareness of the power of various professional organizations and of their state legislatures. They spend much of their time waiting and persuading. They are waiting for validation studies before suggesting standards based on cutoff scores. They are concerned that new standards may not withstand legal challenges. They are trying to persuade legislators that proposed changes are desirable and within the financial capabilities of their states. They are trying to persuade the public that a proposed change can have a real impact, despite the magnitude of the problem. They are waiting to see whether school board associations, teacher associations, and representatives of colleges and universities can reach consensus on new standards for teacher education.

Some States Foresee No Change

Another group of states, many in the midwestern region of the nation, have not recently made any changes in their standards for teacher education and have no plans to do so. Their reasons vary. Some are, most likely, content with current policies and seem to resent any implication that traditional standards represent a lack of concern for quality teacher education. Others are cynical about the potential of competency testing or other mechanisms controllable by state authorities of having any real impact on the quality of teaching. They feel that minimum grade-point averages and other standards do nothing to address problems of general economic and societal scope, such as salaries too low to attract the brightest students. They point out that it is only natural that salaries in the bottom one-third of the economy attract students in the bottom one-third of the college-going population.

Some of the survey responses touched on potential incentives for attracting able college students into careers in teaching such as scholarships, guaranteed summer jobs for teachers in business and industry, more expanded career ladders for teachers, and higher state funding of education primarily for the purpose of increasing teachers' salaries. All of these responses seemed to imply that such policy changes were not really matters for consideration by state education agencies. These chiefs apparently see the setting of minimum competency standards as the most feasible initiative.

This regional analysis is only a rough way to summarize the degree of change in teacher education policy reflected in the survey reponses. There are clear exceptions, states which don't fit the regional trends. Nevertheless, there is enough consistency among neighboring states to suggest that regional concerns and potential for action can be useful in more than an academic way to chief state school officers.

A summary of all recommendations contained in the succeeding chapters begins on the following page.

Summary of All Recommendations

Attracting Persons to the Teaching Profession

Attracting Teachers

1. State education agencies should take a leadership role in attracting persons into the education profession.

2. The Council of Chief State School Officers should urge federal officials to earmark some portion of federal financial aid to college students who are highly able individuals committed to careers in elementary and secondary teaching.

3. Successful operating models for attracting persons to the teaching profession should be identified and information pertaining to these models should be disseminated to all the states.

Recruiting Teachers

4. Research related to supply, demand, and minimum standards for entry into teacher preparation programs should be high on the agendas of the regional education laboratories and national education centers. Information on questions related to the recruitment of candidates into the teaching profession needs to be one of the highest priorities on the national education research agenda.

Selecting Teachers

5. A system of assessing and screening prospective teacher candidates should be implemented by every state, and this system should include procedures for screening for literacy and screening for personal qualities needed in persons entering the profession.

Assigning Teachers

6. State and local education agencies should promote the use of alternative, non-traditional methods of assigning state-qualified persons to the classroom as a means of attracting more persons into the teaching profession, especially those who have not selected teaching as their primary career goal.

Preparing Persons for Teaching

7. State education agencies which approve higher education programs should strengthen their standards for teacher training. The criteria for program approval should include consideration of the following areas:

a. admissions standards

b. student performance

c. subject area competence

d. pedagogic proficiency

The Council wishes to emphasize the importance of items (a) and (b) above, and highlight the importance of having a close correlation between the criteria used for selecting persons into a program and those used to determine a person's successful completion of a program. All four items should be designed to measure whether or not persons are "fit" or ready to teach.

8. Persons enrolled in both elementary and secondary teacher preparation programs should have liberal arts training and should be given an opportunity to acquire a balanced teacher preparation program. The assumption is made that current programs of teacher preparation, for elementary teachers in particular, tend to require students to over-generalize and comparable programs for preparation of secondary teachers tend to require students to over-specialize with neither course of study being balanced.

9. State education agencies and institutions of higher education should extend teacher training programs to:

   a. increase the amount of time devoted to the learning of pedagogic skills; and

   b. increase the amount of time for evaluation, both the student's self-evaluation and his or her evaluation by others who are competent to do so.

10. All efforts to set policies for changing and improving programs of teacher preparation should be accomplished through cooperative efforts among state education agencies, institutions of higher education, and other appropriate groups. Further, such policies should include, but not be limited to, the implementation of a system of program approval for competency-based teacher preparation programs.

11. The chief state school officers, when reviewing proposals for new requirements for teacher education programs, should consider their potential effect on the willingness of colleges to continue the programs.

12. The chief state school officers should support programs and activities which provide the opportunity for talented individuals who do not complete approved undergraduate preparation programs to be prepared to teach. Such programs might include summer and fifth-year programs and specially designed in-service training activities. These options should be available to able students from all institutions, though they particularly will be useful for ensuring that students at institutions without teacher preparation programs are not lost from the pool of prospective teachers.

13. The Council of Chief State School Officers should call upon institutions of higher education and elementary and secondary schools to form partnerships as a vehicle for implementing many of these recommendations.

Licensing Persons for the Teaching Profession

14. Licensing persons for the teaching profession should be the responsibility of the state education agencies and state boards of education.

15. States which have permanent or life certificates should provide periodic review as a condition of continuing certification.

16. Teachers should be required to participate in staff development activities related to their area(s) of responsibility as a condition of qualifying for continued certification. If it is in a state's interest for teachers to obtain additional certification endorsements, continued certification should be approved for such course work, providing there is a shortage of teachers who hold such endorsements.

17. State education agencies should develop alternative approaches to certifying persons desiring to enter the teaching profession. Such options might include using credit for work experience or the use of competency measures as a means of qualifying for certification. These options should be available to able graduates from all institutions, though they will be particularly useful for ensuring that students in high quality institutions without teacher preparation programs are not lost from the pool of prospective teachers.

18. Accreditation standards for institutions which prepare teachers should be strengthened with the goal of achieving comparability in teacher preparation programs among the states as a means of promoting reciprocity for the certification of teachers.

Retaining Teachers

19. The Council of Chief State School Officers should endorse the recommendations made by a variety of other professional education associations to provide teachers with higher salaries, implement master teacher programs, and incorporate differentiated staffing structures within the schools. Additionally, members of the Council should take an active role in supporting such recommendations within each of their respective states.

20. State education agencies should provide the leadership necessary to develop and implement a program whereby at least 1% of each state's budget for elementary and secondary education would be allocated to the professional development of practicing teachers.

21. Teachers should have extended contracts with the additional time to be used for professional and program development activities. If the additional time is not used for this purpose, it should be used for extending the regular school program.

22. States should improve working conditions for teachers by helping districts achieve the following goals:

   a. limiting enrollment in classes to an appropriate size;

   b. providing well-equipped classrooms, as well as adequate supplies and instructional materials;

   c. allowing teachers to teach, rather than requiring them to use instructional time to perform non-teaching duties;

   d. providing teachers adequate time to teach what they are required to teach.

Research Recommendations

Attracting Persons to the Teaching Profession

23. Currently, there is a shortage of teachers in certain areas which will grow more severe through the 1980s. A part of the teacher pool may, of necessity, have to come from non-traditional areas. Therefore:

    Research needs to be done on discontinuity of supply and demand in the teaching profession, including the delineation of probable areas of shortage, both nationwide and regionally.

24. Because of projected shortages in the traditional teaching pool, an assumption may be made that future teachers are likely to be a more diverse group in terms of age, training, background, and experience. Therefore:

    Research is needed to determine which groups represent a pool of potential teachers from non-traditional areas (i.e., persons who, with little additional training, could be added to the teaching pool).

25. Little information seems to be available on how to attract persons into the field of education. Therefore:

    a. Research needs to be done to determine why people select education as a profession and why persons elect not to become teachers.

    b. Research is needed to understand the impact of the changing career aspirations of today's women and how these changing aspirations will affect the teacher pool. Comparable research is needed in terms of the various minority groups.

26. Many assumptions are made about what could happen to the teaching profession relative to the participation of women and minorities. For example, as more minorities enter the field of education, and if these minority

persons come from educationally impoverished backgrounds, it is often assumed this change will have a negative impact on the quality of education in the classroom. Therefore:

> It is imperative that more research be made available to enable persons to learn more about the potential impact of changing demographics on the teaching profession.

27. The measures used for initial assessment and screening of potential teachers need to be improved so that there are better predictors of future teaching success. As a result:

    a. Research ought to be done to generate more effective measures for admitting persons into programs of teacher preparation and to determine what criteria are appropriate for the selection of teacher candidates.

    b. Research needs to be conducted by institutions of higher education on how their graduates perform after leaving their teacher preparation programs.

28. As teacher preparation requirements increase, research needs to be done to assess the impact of such requirements on the supply of teachers to the profession.

Preparing Persons for Teaching

29. Research needs to be done to determine what elements make for effective teacher training and, considering the great interest in competency-based programs, to compare them with other traditional programs.

30. Research is needed to determine the most appropriate ways to evaluate or measure the progress of students enrolled in a teacher preparation program.

31. Research needs to be done to determine the most effective means of measuring the competency of teachers at, or upon completion of, their teacher preparation program, as well as one year, five years, and ten years after the completion of such programs.

Licensing Persons for the Teaching Profession

32. With respect to the licensing of teachers, research needs to be done to determine what relationship exists between performance on a teacher competency exam and teacher performance in the classroom.

33. Three states have implemented a comprehensive program of competency testing of persons desiring to enter the teaching profession. These programs need evaluation. What has happened in these three states? Do these and other competency testing programs work?

Retaining Teachers

34. A research survey should be conducted to inquire of practicing teachers as to what incentives and approaches (e.g., merit pay, differentiated staffing, improved working conditions, etc.) they see as desirable and effective in retaining teachers. In other words, what do teachers perceive to be the changes needed in the work place which would increase the likelihood of their deciding to continue to teach?

35. Research needs to be done to assist local education agencies with the task of more effectively evaluating the performance of teachers. Such research should include information as to whether or not there is a correlation between fair and thorough evaluation of teachers and the retention of teachers in the classroom.

36. Research needs to be done which will enable educators to determine the most efficient and effective means of identifying the continuing educacation needs of teachers and providing the most efficient and effective access to such training after teachers are working full-time in the classroom.

CHAPTER II

ATTRACTING PERSONS TO THE TEACHING PROFESSION

Summary Information

Attracting Teachers

The document entitled, Current Issues in Teacher Education: From a State Perspective, December, 1982, states that "for decades, United States public schools experienced teacher shortages as more and more children enrolled in public schools. Beginning in 1970, that population trend shifted and a teacher surplus developed. First and foremost, the economic problems of the past few years have resulted in the laying off of newly-hired teachers. Second, the pool of talented young people desiring to become teachers does not appear to exist." Taking into consideration the projected increase in students enrolled in public school, beginning in 1985, and noting that beginning college students selecting teaching as a career are less talented on standard measures than their predecessors, there likely will be a need for an increase in the quantity and quality of persons entering the teaching profession.

The question remains: How can more talented people be attracted to the teaching profession? Very few states reported active steps to attract and recruit such persons into teacher education programs. However, three states have recently taken some initiatives. In one state, the legislature voted $50,000 in scholarships for prospective secondary mathematics and science teachers. In another state, its 1982 General Assembly approved an appropriation for a new loan program that provides money for tuition and expenses to college students who agree to teach in "high demand" fields such as science and mathematics. For each year the recipient teaches in the public schools, the state will forgive part of the indebtedness. In yet another state, the Board of Regents' concern about inability to attract able students led to a major statewide conference. Recommendations from this endeavor included scholarships for students who then would be obliged to teach for three years, internships for teachers in business and industry, and tax credits for teachers.

Recruiting Teachers

The Council's discussions on this issue have focused primarily on broadening the base of potential candidates for teaching careers. Such discussions have included utilizing professionals outside the education field as certified part-time or full-time teachers and conducting major public relations campaigns to emphasize the positive aspects of teaching as a career. If the teacher pool is broadened as a means of increasing supply, it should be noted, most states would need to make major changes in training and certification requirements.

Before state education agencies can make competent decisions concerning the recruitment of persons into the teaching profession, it is clear that more information must be provided concerning the potential impact of broadening the supply pool, especially how such a decision would affect students and the quality of their learning.

Selecting Teachers

When recruitment efforts are focused on broadening the supply pool, safeguards must be established to assure that individuals selected from non-traditional areas meet minimum standards of academic ability.

Perhaps the most widespread change in teacher education nationwide has been the introduction of standards which must be met before students are accepted into teacher education programs. Typically, minimum grade-point averages (GPAs) of 2.0 or 2.5 on a 4-point scale must be met. Many states measure basic communication and computation competencies. Chief state school officers who favor the use of GPAs or test score minimums as prerequisites for entry into teacher education programs vary in their opinions on whether the cutoffs should be a matter of state policy or left to the judgment of individual institutions of higher education. However, virtually all of the states which have made changes in their rules for teacher education have added some mechanism for screening students before they enter the teacher education program or before they participate in student teaching.

Chief state school officers now considering the introduction of standards for entry should give some thought to the flexibility of those standards. Some states have introduced them primarily as tools for diagnosis and remediation of student teachers rather than for the screening of prospective teacher candidates. Others have specified percentages of applicants for whom the criteria will be waived each year, so that some mechanism is available to ensure that large numbers of minority group members are not prevented from enrolling in teacher education programs. It seems easier to justify waiving entry criteria when there is time for remediation of basic skill deficiencies than waiving exit criteria, which are minimum skill standards for practicing teachers.

The data suggest it would be inappropriate to ignore the problem of recruiting able students into teaching, viewing this problem as unaddressable through policy initiatives, while, at the same time, concentrating solely on the introduction of minimum competency standards. Over and over again in the survey responses, chief state school officers treated these issues as entirely separate or linked them only by saying that potential teacher shortages in their states might make it difficult to win acceptance of state education agency proposals for minimum competency standards.

It is true that the introduction of minimum academic standards would reduce the supply of certified teachers. At a recent symposium sponsored by the National Institute of Education (NIE), it was noted that policies that deny admission to teaching to students who score in the lower fifth of all college graduates on measures of academic ability would have the effect of denying entry to approximately 35 percent of those who now major in education.

Fear of teacher shortages has prevented some chief state school officers from aggressively supporting minimum academic standards for teacher education students. Already the chiefs are reporting legislative support for special funding initiatives to attract mathematics and science majors into teaching because these subject matter specialists, wooed by high salaries offered by business and industry, are in short supply. Politically speaking, few state chiefs would want to advocate openly the purposeful engineering of teacher shortages in their own states. Yet, this would likely be the effect of the introduction of minimum academic standards, if they are anything but perfunctory, unless the introduction of the standards were closely linked with successful recruitment activities.

At the present time, minimum grade point averages, American College Testing (ACT) scores or Scholastic Aptitude Test (SAT) scores are generally set by individual institutions of higher education or by state government authorities. If colleges and universities set the cutoffs, it is reasonable to expect they will choose those that will optimize their enrollments in teacher preparation programs. If state authorities set them, it is reasonable to expect they will choose those that represent the consensus of a variety of interested groups such as teachers' associations and groups representing colleges of teacher education. Whether the cutoff score is set to achieve consensus or to maintain an optimal number of college enrollments, it is not generally set on the basis of some rational view, even a consensus view, of how adequate a prospective teacher's skills should be. This notion implies the use of criterion-referenced tests, but for the sake of discussing this issue, it is worth talking about norm-referenced tests. How well should a prospective high school teacher do on the ACT or SAT? As well as the average college-bound high school student, perhaps? At the NIE symposium it was pointed out that if students who score below the median on tests like the SAT were denied admission to teacher education, 70 to 75 percent of all prospective teachers would be excluded.

The simplest understanding of supply and demand theory suggests that shortages caused by such drastic reductions in the number of low-achieving students who enter the pool of applicants for teaching positions will ultimately lead to the higher salaries and better working conditions that chiefs almost universally believe are needed to attract higher-quality teachers into the profession. Many of the chiefs expressed the fervent hope that their state legislatures would allocate increased funding for teacher salaries in the hope of attracting more competent teachers. It seems clear, however, that state legislatures are unlikely to do so without some urgent demand. One way to provide for such a demand might be to cut the supply of available teachers drastically by refusing to certify a good many whose communication and computation skills do not match those of the average college-bound high school senior.

Assigning Teachers

One of the factors which influences the overall task of attracting persons to the teaching profession has to do with teacher assignments. A well-educated person, someone well-qualified to teach, for example, may not be attracted to the profession if his or her only opportunity to teach is full-time. For some persons, part-time positions are more attractive than full-time positions. Other persons are interested in teaching full-time, but only in areas of their special interest. A person who has an interest in teaching physics may be disinclined to enter the profession knowing that most high schools offer only one or two physics classes. However, if such a person were assigned to teach these classes among two or three high schools, this mode of assignment could serve as a vehicle for attracting some persons into the teaching profession. A variety of options should be available to teachers in regard to the time they are assigned to teach, and the assignments themselves should be appropriate to the teachers' training and interests.

The next section contains an overview of the research pertaining to recruitment and selection policies. The information provided includes research questions, an analysis of the responses to the questions, and a presentation of the issues which emerged from the analysis.

Overview of the Survey

Recruitment and Selection Policies

Question 1 related to inquiries concerning an established policy designed to encourage the active recruitment and selection of able students into teacher education.

An analysis of the responses showed that:

- Two-thirds of the states responding (31) do not have a policy to encourage the active recruitment and selection of able students into teacher education.
- There is minimal difference in the number of states (approximately one-third) having policies concerning recruitment and selection of able students (e.g., cutoff scores, counseling, gradepoint average).
- Of the devices used to actively recruit and select students, gradepoint average was the one most reported, and national standardized tests the least reported.
- Very few states reported active steps to recruit talented students into teacher education. Those which did focused on recruitment of science and mathematics students.
- There is a considerable discrepancy between the number of states having a policy (15) and the number that favor the policy (26). In other words, many states favoring the policy do not have the policy in effect.
- Over half the survey states reported plans to make changes in this area.
- GPA standards are not discriminatory (2.0-2.5 average on a 4.0 scale).
- More states (18) plan change in cutoff scores on standardized tests than in other areas reported (counseling, GPA).
- States anticipating changes seem to be leaning toward stricter requirements.

As the survey was analyzed, the following issues emerged:

- Those who advocate tools for diagnosis and remediation seem to be in conflict with those advocating tools for screening or weeding out prospective teachers.
- Two differing philosophies are represented in the reported devices to recruit and select able students: the one-time, paper and pencil evaluation as opposed to long-term, interactive measurement devices.

- Many comments focused on a need for cooperation with "concerned parties," particularly institutions of higher education, yet many commentators voiced concerns that institutions of higher education and special interest groups might oppose policy development.

- While the appropriate roles for institutions of higher education and state education agencies are central themes throughout the section, there is no consistency of thought concerning what these roles should be.

- Another central issue is the lack of resources to enact new policies at institutions of higher education and state education agencies.

- The conflict between higher standards and competition with other professions for qualified students was identified.

Question 2 related to inquiries concerning standards that must be met prior to graduation from teacher education programs.

An analysis of the responses showed that:

- The majority of states (56%) responding do not have an established policy concerning standards that must be met prior to graduation.

- The Southeastern region has a high percentage of states with policies in this area.

- The most common policy (35 of 46 states) concerning such standards is one related to the requirements of field experiences (student teaching, internships).

- The two least accepted policies (8 of 46 states) concerning standards are:

    1) minimum cutoff scores as criterion of acceptable achievement in the field(s) of preparation; and

    2) standards for the recruitment and selection of teachers into their first professional teaching position.

- There appears to be a movement toward more requirements in areas of testing, minimum grade point averages, and minimum cutoff scores.

- States seem to be moving toward longer and earlier field experiences.

- It appears that states prefer to leave the recruitment and selection of teachers into their first teaching experiences to institutions of higher education and local education agencies.

As the survey was analyzed, the following issues emerged:

- The establishment of standards for graduation is emerging as a major state education agency action agenda, since many responses are in planning/studying stages.

- The need for additional resources was a repeated theme.

- The two ways of recruiting talented people into teaching, "testing into" and "approved teacher programs", appear to be in conflict with each other.

- The governance of teacher education is unsettled. The roles and responsibilities of institutions of higher education and state education agencies are diverse and unclear. Clearly, a discussion is needed regarding the chiefs' relationship to the National Council for Accreditation of Teacher Education.

- Leadership and guidance issues are the concerns of many states (i.e., identification of the various roles of State Boards, the state education agencies, and institutions of higher education).

- Some states feel it will be difficult to implement competency standards, given the upcoming teacher shortages.

Recommendations

Attracting Teachers

1. State education agencies should take a leadership role in attracting persons into the education profession.

2. The Council of Chief State School Officers should urge federal officials to earmark some portion of federal financial aid to college students who are highly able individuals committed to careers in elementary and secondary teaching.

3. Successful operating models for attracting persons to the teaching profession should be identified and information pertaining to these models should be disseminated to all the states.

Recruiting Teachers

4. Research related to supply, demand, and minimum standards for entry into teacher preparation programs should be high on the agendas of the regional education laboratories and national education centers. Information on questions related to the recruitment of candidates into the teaching profession needs to be one of the highest priorities on the national education research agenda.

Selecting Teachers

5. A system of assessing and screening prospective teacher candidates should be implemented by every state, and this system should include procedures for screening for literacy and screening for personal qualities needed in persons entering the profession.

Assigning Teachers

6. State and local education agencies should promote the use of alternative, non-traditional methods of assigning state-qualified persons to the classroom as a means of attracting more persons into the teaching profession, especially those who have not selected teaching as their primary career goal.

CHAPTER III

PREPARING PERSONS FOR TEACHING

Summary Information

The overwhelming issues which emerged from the survey relate to preparing persons for teaching. There are a variety of ways to influence or promote change in teacher preparation programs. Among those are:

a. the approval/disapproval program approach;

b. competency testing of persons as they exit from their teacher preparation programs; and

c. teacher certification regulations.

It is the position of the Council that all three of these ways to influence or promote change in teacher preparation programs should be viewed as "the other side of the coin" to the assessment and screening of persons admitted into the teacher preparation programs. In other words, the criteria used to measure the attributes and competencies determined to be important in permitting persons to enter teacher preparation programs should be comparable to the criteria used for evaluating persons to determine whether or not they are competent to leave the program successfully and enter the classroom.

Issues and policy considerations related to teacher certification regulations are reserved for the next chapter, and this section focuses on program approval and competency testing as topics appropriate to preparing qualified persons for the classroom.

Competency-based Program Approval Versus Competency Testing of Teachers

A useful distinction emerged from the survey analysis in that there is a difference between the evaluation of individual teacher education candidates on competency measures (i.e., competency testing) and the evaluation of teacher education programs based on the competencies achieved by their students (i.e., completion of a competency-based program).

There is a clear trend toward the setting of general teacher competencies at the state level, but in most cases institutions of higher education need only specify the courses that are aimed at developing these general competencies in order to obtain program approval. Thus, an apparent competency-based approach to teacher education may amount to something that is virtually indistinguishable from the traditional credit hours/subject-oriented approach. The closest many states get to real competency-based program approval is the identification of general competencies, allowing individual institutions to set specific performance objectives of their own.

The writing of teacher competency descriptions for guiding teacher education curricula continues. More time and study are needed before the effectiveness of this approach will be known.

Many chiefs favor the setting of exit criteria for individual students, giving maximum flexibility to the institutions to prepare their students to meet the criteria however they wish. In some states, it is unclear whether the impact on the curriculum is attributable to the program approval process or whether it is attributable to the fact that institutions of higher education want their students to score well on the competency examinations.

It is apparent that many state administrators believe the approval of competency-based teacher preparation programs and the competency testing of prospective teacher candidates are separate but, nevertheless, closely related issues at the state level.

Competency testing at the end of a teacher preparation program and prior to certification appears to mean different things to different people. As such, the committee elected to view competency testing from the broad perspective of "measurement", where a variety of means are used to evaluate whether or not a person is qualified for a certificate to teach. These measurement techniques could include oral examinations, interviews, written tests, or a combination of means.

With respect to competency-based teacher education programs, the jury is still out. There is a common need for developing and operating teacher preparation programs based on specifically stated outcomes. However, the ways to achieve these outcomes may vary. One of these may be a competency-based teacher education program. Another may be through the competency testing of teacher candidates. A third may be a combination of these two approaches. More experience is needed in order to determine what approaches will be the most beneficial to the teaching profession over time.

Extending Teacher Preparation Programs

Keeping in mind that there now exists a rapidly growing body of knowledge about teaching and learning, many individuals believe programs should be extended to allow for more professional preparation, more field experience, and opportunities for transition from preparation to practice. Extended programs take various forms and are referred to in a variety of ways such as a teacher intern program and a fifth year program. Arguments for extending programs, cited in a publication prepared for the Northeast Regional Exchange entitled Current Issues in Teacher Education: From a State Perspective, are as follows:

> "1. The expanded professional knowledge base cannot be accommodated by rearranging the form and content of existing programs.
>
> 2. Reducing the general education requirements in order to increase professional students in current programs is unacceptable; teachers should be broadly educated individuals and should be well prepared in the subject matter(s) they teach.

3. There has been no substantial increase in preparation time required for teachers during the past half century.

4. Increases in social esteem and salary for teachers have followed, not preceded, increased training."

In considering extended programs of teacher preparation, consideration needs to be given to what is a "good" teacher preparation program. In this regard, the Council addressed the debate regarding the importance of content versus pedagogy, that is, subject versus methodology. The Council views both as important. The goal of any teacher preparation program should be to provide classrooms with "educated" persons. Teachers will be viewed as educated if they have both a broad liberal arts background and a repertoire of proven professional competencies related to the delivery of instruction.

In defining what might be a "good" liberal arts preparation for teachers, the Council proposed that such education should include work in the areas of humanities, social sciences, mathematics, the arts, physical sciences, and global perspectives.

Other Ways to Promote Change in Teacher Preparation Programs

Some states have mandated various procedures that institutions of higher education must follow in designing and operating teacher education programs. For example, in some states, institutions of higher education must conduct annual follow-up studies of their graduates and incorporate the findings into program improvement efforts. Other states require the participation of local school personnel in the development of the teacher education curriculum. Several states are considering implementing rules which would require professional development in elementary and secondary education for the faculty of institutions of higher education. Such initiatives would require the faculty to perform teaching and other tasks in elementary and secondary schools as part of their job performance requirements. An analysis of the survey did not provide much information about the expected impact of these proposals. Again, more information is needed to assess what proposals, once implemented, will achieve the desired outcome of improving programs of teacher preparation.

The next section contains an overview of the research pertaining to competency-based teacher education and in-service education for teachers. The information provided includes research questions, an analysis of the responses to the questions, and a presentation of issues which emerged from the analysis.

Overview of the Survey

Competency-Based Teacher Education

Question 1 related to inquiries concerning mandated or optional competency-based teacher education in the teacher education institutions of the state.

An analysis of the responses showed that:

- Thirty-eight percent of the states responding (17) have some form of competency-based teacher education in their teacher education institutions.

- Over half of the states reporting (25) have a policy permitting institutions of higher education to establish their own performance objectives, specific performance criteria, and measures of performance under competency-based teacher education programs. Other forms of competency-based teacher education are not nearly as well accepted.

  Only 15% of the state education agencies reporting (7) advocated competency-based teacher education as the best form of preservice preparation.

  Only 15% of the state education agencies reporting (7) require institutions of higher education to establish specific performance objectives, criteria, and performance measures.

  Only 15% of the state education agencies reporting (7) mandate teacher competencies to be used in all teacher education programs.

  Only 8% of the state education agencies reporting (4) advocate competency-based teacher education as the best form of in-service preparation.

  No state mandates competency-based teacher education as the state education agency's only acceptable in-service training method for recertification or permanent certification.

- Twice as many states favor some form of competency testing as those who do not.

- States are generally opposed to a single method for recertification, in-service, or preservice.

- Clearly, state education agencies prefer a policy giving institutions of higher education flexibility in this area.

As the survey was analyzed, the following issues emerged:

° Responses indicate that there are various meanings attached to competency. Responses fall into these areas:

  a. competency in those areas essential and important to the profession of teaching;

  b. competency in a subject area or a field of study;

  c. competency in such basic skills as oral expression, mathematics, and reading comprehension.

° When making recommendations, clarity of the meaning of competence will be critical and will determine appropriate methods for measuring it.

° Competency-based teacher education in teacher education institutions is interpreted to mean either program competency or candidate competency. Chiefs had differing points of view in addressing this issue.

° This is clearly a controversial issue, in that some states strongly oppose mandating competencies while most states feel it should be an optional policy, and others feel the institutions of higher education should determine and administer competency-based programs.

° Given the desire of chief state school officers to provide leadership and assistance in the state education agencies on one hand, and provide for flexibility among institutions of higher education on the other, the question remains: What future steps are needed to assure the greatest potential in this area?

° It seems chiefs will have to balance their desire for flexibility in institutions of higher education with the public demand for competency in teachers and the need for institutions of higher education to make room for innovation.

Question 2 related to inquiries concerning specific policies on the prior publication of the teacher competencies to be measured and/or post measurement publication of the scores obtained by the teacher candidates.

An analysis of the responses showed that:

° Over three-fourths of the states reporting (35) do not have a policy on the publication of teacher competencies to be measured or the publication of scores after scores are obtained.

° When asked if they favored a policy on publication, most states (30) chose not to respond. Only three states favor such a policy: Montana, North Carolina, and Washington.

- Of the ten states providing comments on the policy, one stated it may develop a policy and six said they plan no changes.

As the survey was analyzed, the following issue emerged:

- State education agencies seem concerned about the debate over competencies and on how evaluations will be carried out. Therefore, they seem reluctant to increase their involvement.

In-Service Education for Teachers

Question 1 related to inquiries concerning the nature of in-service education requirements for the development of new skills and knowledge or upgrading of existing skills and knowledge to improve performance.

An analysis of the responses showed that:

- Almost 80% of the states reporting (38) have some form of in-service requirement.
- The types of in-service policies, however, are diversely and evenly distributed throughout the states.
- The two most widely-used policies are a required number of in-service credits for license renewal (16 states) and state education agency-determined standards for in-service education in subject areas, content, and content mastery (17 states).
- The least-used policy is that of the state and/or local collective bargaining unit cooperatively determining standards for in-service with the state education agency (5 states).
- Fewer states favor the policy than have the policy in effect (29 states favoring the policy while 38 states have the policy in effect).
- There seems to be a trend away from permanent certificates.
- States presented an array of in-service options.
- States indicate a movement toward a greater teacher role in in-service standards, content, and mastery.

As the survey was analyzed, the following issues emerged:

- The degree of cooperation between state education agencies and institutions of higher education will determine the quality of emerging forms of in-service training. Such forms might include movement from campus to local site, more involvement of teachers in determining the type and method of delivery, needs assessment as a basis for in-service training, and locally sponsored in-service training programs.

- State education agencies will have the critical function of setting standards for in-service education, as well as monitoring and assisting in the improvement of a delivery system which is implemented at the local level.

- With the trend toward locally-based programs of in-service education, appropriate roles for institutions of higher education and state education agencies are topics of debate.

- Some chiefs are concerned about administrative and teacher attitudes, political resistance by education associations, and teacher union demands in a system where success depends heavily on local cooperation and planning and meaningful involvement of teachers.

Question 2 related to inquiries concerning financing of in-service training of teachers and administrators.

An analysis of the responses showed that:

- Not quite half the states (19) reported having some form of policy concerning financing of in-service training.

- States obviously have forms of financing in-service training other than those suggested in the survey.

- The most commonly used form of financing is a cooperative approach among the state education agencies, the local education agencies and teachers. This cooperative approach is policy in nine states.

As the survey was analyzed, the following issue emerged:

- Given tight budgets and the recent cutbacks in federal education funds, states see increased state funding and/or designation of existing funds as critical to the future of in-service education.

With regard to financing, ten states suggested that funding through state legislative bodies and/or state departments of education be earmarked for in-service education.

Question 3 related to inquiries concerning the use of qualified instructors.

An analysis of the responses showed that:

- Just over one-fourth of the states responding (13) have a policy concerning the use of qualified instructors for in-service training.

- Very few states have policies mandating use of certain instructors.

- Only 15 of the states surveyed indicate they favor such a policy.

As the survey was analyzed, the following issues emerged:

- It appears most states prefer to address this issue through means other than policy.
- Based on states' responses, this appears to be one of the lower priority issues in the survey.

Question 4 related to inquiries concerning a local education agency policy concerning the use of noncredit in-service programming.

An analysis of the responses showed that:

- One-fourth of the states responding to the question (10 of 40 states) reported having a policy.
- Only eight states indicated they favor the policy (including five of the ten states which have an existing policy).
- Perhaps a good indicator of the lack of interest in the policy is that 33 states gave no response to the question concerning favor for the policy.

As the survey was analyzed, the following issue emerged:

- Chiefs may address the premise that credit is presently a major motivating force behind in-service education, that credit (therefore salary) factors are as critical as other in-service factors.

7. State education agencies which approve higher education programs should strengthen their standards for teacher training. The criteria for program approval should include consideration of the following areas:

    a. admissions standards

    b. student performance

    c. subject area competence

    d. pedagogic proficiency

The Council wishes to emphasize the importance of items (a) and (b) above, and highlights the importance of having a close correlation between the criteria used for selecting persons into a program and those used to determine a person's successful completion of a program. All four items should be designed to measure whether or not persons are "fit" or ready to teach.

8. Persons enrolled in both elementary and secondary teacher preparation programs should have liberal arts training and should be given an opportunity to acquire a balanced teacher preparation program. The assumption is made that current programs of teacher preparation, for elementary teachers in particular, tend to require students to over-generalize and comparable programs for preparation of secondary teachers tend to require students to over-specialize with neither course of study being balanced.

9. State education agencies and institutions of higher education should extend teacher training programs to:

    a. increase the amount of time devoted to the learning of pedagogic skills; and

    b. increase the amount of time for evaluation, both the student's self-evaluation and his or her evaluation by others who are competent to do so.

10. All efforts to set policies for changing and improving programs of teacher preparation should be accomplished through cooperative efforts among state education agencies, institutions of higher education, and other appropriate groups. Further, such policies should include, but not be limited to, the implementation of a system of program approval for competency-based teacher preparation programs.

11. The chief state school officers, when reviewing proposals for new requirements for teacher education programs, should consider their potential effect on the willingness of colleges to continue the programs.

12. The chief state school officers should support programs and activities which provide the opportunity for talented individuals who do not complete approved undergraduate preparation programs to be prepared to teach. Such programs might include summer and fifth-year programs and specially designed in-service training activities. These options should be available to able students from all institutions, though they particularly will be useful for ensuring that students at institutions without teacher preparation programs are not lost from the pool of prospective teachers.

13. The Council of Chief State School Officers should call upon institutions of higher education and elementary and secondary schools to form partnerships as a vehicle for implementing many of these recommendations.

CHAPTER IV

LICENSING PERSONS FOR THE TEACHING PROFESSION

Summary Information

This section of the survey seemed to have attracted the most attention from those chief state school officers who have changed their teacher education policies in recent years or who are now considering new policies. The trend is toward more rigorous standards for the awarding of initial teaching certificates to individual prospective teachers. However, it should be noted that a sizeable group of chiefs still strongly supports the certification of any candidate recommended by an institution of higher education. This group seems to believe that quality control is the responsibility of higher education or that state authorities cannot make effective judgements about individual candidates, whereas faculty at institutions of higher education can observe actual teaching skills.

Three types of changes seem most promising to chief state school officers:

- increased requirements for field experiences prior to student teaching and on-the-job experience after student teaching;
- demonstrated competence by all candidates for certification in basic skills, subject matter knowledge, and professional knowledge;
- new requirements for successful on-the-job teaching experience before the standard certificate is awarded.

More Field Experiences

Increased requirements for early field experiences in a candidate's college career are being widely adopted. They are uncontroversial and generally inexpensive, though a few states have mandated specific staffing requirements such as a maximum student-to-faculty ratio to insure adequate supervision.

Competency Testing For Certification

Minimum grade-point averages have been adopted in some places, but the spotlight is clearly on competency testing. Chief state school officers who are overseeing major policy development in teacher education seem convinced this is the change that will make a real difference, but they are equally convinced that this proposal will be the most controversial of the policy initiatives they take. Their primary concern is the credibility of the test and its consequent public acceptance.

The prominence of credibility as an issue is seen in the chiefs' concern about whether to develop competency tests at the state level or to use nationally developed tests like the National Teacher Examination administered by Educational Testing Service. Many chiefs believe a locally-developed test wins acceptance more easily because it emphasizes competencies that are valued locally, it is validated with local teachers, and it is developed with the participation of important local organizations. The major advantages of the nationally administered test are the credibility that the public associates with tests like the SAT and the cost of the testing program. Many chiefs are reluctantly recommending use of a national test because there are not state funds for test development within state education agencies. Virtually all of the survey respondents who reported they are developing policies on competency testing bemoaned the unavailability of funds for test development, the difficulty of obtaining sample items for tests, the absence of data on test validity, and the lack of research on the impact of specific teacher competencies on classroom effectiveness.

Tests of Basic Skills vs. Tests of Professional Competencies

It is important to point out that competency testing for certification is limited to basic communication and computation skills in some states and to professional knowledge of pedagogy and child development in others. In some states, of course, both types of tests are required, and other states use additional tests of subject matter. The controversy regarding tests, the lack of research validating them, and the dearth of funds for test development are problems and issues associated with all three types of tests.

The controversy about teacher competency testing is based on many educators' views that paper-and-pencil tests are not and cannot be valid measures of the skills that account for effective teaching. Many chiefs also hold this view. Yet even those who are convinced that written tests of professional knowledge cannot predict good teaching generally accept the view that teachers ought to possess some minimal communication and computation skills.

As was seen in Chapter II, "Attracting Persons to the Teaching Profession," tests of basic skills can introduce enough selectivity to have a major impact on the caliber of the teaching force, which would then cause a reduction in the supply of teachers. This could have a major impact on ultimately reversing the downward trend of teacher salaries, as compared to salaries of other occupations.

Issues Relative to Competency Testing Remain

It is believed by some that too much emphasis has been placed on the development of tests of professional teaching skills, since significant increases in score standards on more widely-accepted tests of basic skills could have a major impact. On the other hand, many educators believe it is not appropriate to ignore the fact that effective teaching requires something more than just the ability to read, write and compute. If the problem is ambiguity, as to whether or not the "something more" can be measured on a paper-and-pencil test, then the solution could be found through paying more attention to evaluation methodology, including the use of measures based on observation of actual teaching.

Job Experience as a Prerequisite to Certification

The third major innovation being considered by chiefs attempting to tighten certification standards is the addition of a fifth-year program as part of pre-service teacher training. Only some of the chiefs have expressed interest in requiring a fifth-year program of academic study. A greater number expressed strong interest in having a requirement for an initial year of actual teaching experience tailored specifically for the beginning teacher. Variously called internships, induction programs, and probationary periods, these innovations occur between graduation from a four-year bachelor's degree program, perhaps with a provisional teaching certificate, and the issuing of a standard teaching certificate.

This notion is appealing to many chiefs for a number of reasons, but particularly because it is responsive to critics of competency testing who will not accept written tests as measures of teaching competence. For those with this concern, a solution would seem to be the implementation of a program which would require minimum scores on tests of basic skills and subject matter, and graduation from an approved program, both as prerequisites to the induction year and as a requirement for the issuance of teaching certificates.

While this solution may seem ideal to many chiefs, the problem with implementing such a program is that little or no research seems to be underway in the area of performance evaluation. Also, the state policies currently in use to regulate new fifth-year pre-service internship programs generally focus on the qualifications of the new teacher's supervisor and other procedural and organizational matters rather than focusing on performance evaluation.

The next section contains an overview of the research pertaining to certification (or licensing) of teachers and the recertification of teachers. The information provided includes research questions, an analysis of the responses to the questions, and a presentation of issues which emerged from the analysis.

Overview of the Survey

Certification (or Licensing) of Teachers

Question 1 related to inquiries concerning the use, monitoring, and revision of established standards for the awarding of a certificate or license to the prospective teacher.

An analysis of the responses showed that:

- Among the states reporting, virtually all of the chiefs (44) have implemented licensing policies.
- A vast majority of states have policies for use by both institutions of higher education in recommending candidates (37 states) and the state education agencies in developing standards (38 states).
- There is overwhelming support for this policy among the state education agencies responding (31 of the 33 states electing to respond to this question).
- Of the states reporting planned changes, there was no identified preference about types of standards to be used.
- Respondents indicate few anticipated changes in standards for awarding certificates. The changes reported generally focused on the upgrading and reviewing of present standards.

As the survey was analyzed, the following issues emerged:

- There appears to be a concern about which is a better tool to monitor certification: nationally developed tests or tests developed within the state.
- There is no clear statement about what should be measured or what measurement tools are most appropriate.
- There appears to be an overriding concern about getting the operational procedures in order, as evidenced by comments on standards, policies, procedures, and operations.
- Many chiefs raised the issue of adequate financial support, particularly for research and the development of a solid data base related to it.
- Respondents made numerous comments about involving institutions of higher education and other groups in development of policy, while voicing a variety of concerns about the involvement of these groups.

Question 2 related to inquiries concerning standards which must be met for certification/licensure.

An analysis of the responses showed that:

° Almost 70% of the respondents have a state education agency written policy setting standards for certification.

° However, a much smaller number of states have policies in the specific certification/licensure areas surveyed. More specifically:

  thirty-nine percent of the respondents have a policy of performance rather than a policy related to credentials;

  twenty-six percent of the respondents provide for "broad" areas of certification instead of providing for "specific" areas of certification; and

  twenty-two percent of the respondents have mandated "cutoff" standards.

° The least practiced policy in this area is the requirement of a master's degree for initial certification. Only six states have this policy.

° There appears to be a general acceptance of the master's degree policy. Twenty-four of the states responding favored such a policy.

° Two trends emerge from the data: there is movement toward certification based on competencies and performance and another toward more defined, more strict certification policies.

As the survey was analyzed, the following issues emerged:

° There are differing views about which is preferable. Some chiefs prefer the use of nationally-developed standardized tests and others prefer state-developed examinations.

° Given the trend toward the use of local resources, internships, and on-site experiences in meeting certification requirements, traditional roles for institutions of higher education and local education agencies likely will be challenged.

° Based on an extremely limited response and the nature of those responses, the requirement of a master's degree for initial certification does not seem to be an option for most states.

Question 3 related to inquiries concerning well-defined administrative and program evaluation policies with regard to teacher education institutions.

An analysis of the responses showed that:

° Over 80% of the respondents have administrative and program evaluation policies regarding teacher education institutions.

- Seventy-four percent of the states (34) have independent "high level" state education agency administrative units to oversee administrative and program evaluation policies regarding teacher education institutions.

- Forty-three percent of the states use performance standards to evaluate teacher education programs.

- There is overwhelming support for having well-defined policies. Thirty-three of the thirty-four states responding to this question responded favorably.

As the survey was analyzed, the following issues emerged:

- There appears to be a trend toward a combination of approaches to certification. If states combine competency standards with credit hours and local autonomy, further steps must be taken to refine standards, approaches, and evaluation procedures.

- It is difficult to forecast future developments in this area. Many states favor having program evaluation, but only a few indicated they are planning change. This may indicate that there is little support for use of performance standards to evaluate teacher education programs.

- States were split on whether the evaluation forms should be on program content or teaching competency.

- The relationships between state education agencies and institutions of higher education regarding leadership roles and functions are again at the core of resolution for any policy issues relating to administering and evaluating the program of teacher education institutions.

Finally, it should be noted that seventy-four percent of the states reporting supported a policy that certification or licensure units should be independent, high-level administrative offices located within state departments of education (or the equivalent).

Recertification of Teachers

The question related to inquiries concerning either one-time recertification or continuing periodic recertification.

An analysis of the responses showed that:

- Eighty-five percent of the respondents (39) have a policy concerning recertification.

- The two most common recertification policies are:

  1) in-service training as a qualification for recertification (20 states); and

2) recertification based upon a criterion of hours of classroom training beyond the bachelor's degree (22 states).

- The least reported policy is one concerning locally defined requirements rather than state education agency requirements for recertification.

- States are indicating movement toward cooperative planning among state education agencies, local education agencies, and institutions of higher education.

As the survey was analyzed, the following issues emerged:

- There is some difference in opinion about the purpose of recertification activities (i.e., professional growth and development, field performance, increased competencies, and salary increases).

- State education agencies must search for the sensitive balance between providing for local determination and allowing arbitrary local education agencies decisions.

Recommendations

14. Licensing persons for the teaching profession should be the responsibility of the state education agencies and state boards of education.

15. States which have permanent or life certificates should provide periodic review as a condition of continuing certification.

16. Teachers should be required to participate in staff development activities related to their area(s) of responsibility as a condition of qualifying for continued certification. If it is in a state's interest for teachers to obtain additional certification endorsements, continued certification should be approved for such course work, providing there is a shortage of teachers who hold such endorsements.

17. State education agencies should develop alternative approaches to certifying persons desiring to enter the teaching profession. Such options might include using credit for work experience or the use of competency measures as a means of qualifying for certification. These options should be available to able graduates from all institutions, though they will be particularly useful for ensuring that students in high quality institutions without teacher preparation programs are not lost from the pool of prospective teachers.

18. Accreditation standards for institutions which prepare teachers should be strengthened with the goal of achieving comparability in teacher preparation programs among the states as a means of promoting reciprocity for the certification of teachers.

CHAPTER V

RETAINING TEACHERS

Summary Information

Addressing problems related to teacher retention requires focusing on a variety of issues, particularly those related to personnel evaluation, the improvement of instructional, administrative, and supervisory personnel, as well as the professional development and recertification of teachers. Two topics which have a bearing on the retention of teachers are treated elsewhere.

Readers are referred to Chapter III, "Preparing Persons for Teaching," for information and recommendations pertaining to teacher in-service education and to Chapter IV for information and recommendations pertaining to the recertification of teachers. This chapter on Retaining Teachers will focus primarily on evaluation and supervision issues and recommendations.

Most studies on retaining teachers have recommended a variety of methods, including providing higher salaries, implementing master teacher programs, and incorporating differentiated staffing structures. Since the education community around the country has already received an abundant amount of information pertaining to these recommendations, this report does not address these issues. Rather, the Council wishes to commend such recommendations made by these other groups to the chief state school officers for their support.

State education agencies largely support policies regarding regular and systematic evaluation of school personnel. However, few states are involved in significant activities designed to promote change or improvement in the way local education agencies evaluate and supervise teachers.

It seems that most state education agencies leave decisions about the content and procedures for performance evaluation to local school district administrators. This is true even in states where there are regulations which govern the frequency of performance evaluations.

Many of the issues surrounding supervision and evaluation are affected by law. For example, laws pertaining to collective bargaining and tenure have an impact on how a state education agency perceives its role in assisting local education agencies in the improvement of their role as supervisors and evalutors.

Working Conditions

The Council believes that some changes in the teaching work place might contribute to the retention of teachers in the classroom. For example, teachers who instruct in well-equipped classrooms may be more inclined to continue teaching than those who do not have the equipment, supplies, and instructional materials needed to assist them in attaining the instructional objectives they have been assigned.

Additionally, many teachers complain about having to use time allocated for teaching to perform a variety of non-teaching duties. Not having adequate time to teach what they are required to teach is frequently cited as one of the reasons why so many teachers elect to leave classrooms.

There is some evidence that teachers become disenchanted with the teaching profession because there is lack of time and opportunity to become involved in the kinds of professional development activities they value. This includes participation in in-service training programs as well as participation in professional organizations. Where professional development opportunities are available to teachers, many perceive them as not particularly appropriate to their professional growth needs.

Another View of the Retention Issue

Should we endeavor to retain teachers? A majority of educators seems to believe the inability to retain competent teachers is a problem which ought to be overcome. However, it should be noted there is a smaller body of educators who believe that the profession might be better served if teaching were viewed as a short-term occupation. For example, if a young person entered the profession and performed as a teacher for three to eight years and then left to pursue other endeavors, this might alleviate much of the problem related to so-called "teacher burnout".

The next section contains an overview of the research pertaining to personnel evaluation for the improvement of instructional, administrative, and supervisory personnel. The information provided includes a research question, an analysis of the responses to the question, and a presentation of issues which emerged from the analysis.

Overview of the Survey

Personnel Evaluation-Improvement of Instructional, Administrative, and Supervisory Personnel

The question related to inquiries concerning mandatory or recommended standards for the assessment of performance of the duties and responsibilities of all local education agencies instructional, administrative, and supervisory personnel.

An analysis of the responses showed that:

- Almost 40% of the states reponding (18) have this policy in effect.
- Most of the states with a policy (15) have a policy statement regarding regular and systematic classroom/work area oriented evaluation of school personnel.
- Of those few states using evaluations, the most common uses are for professional development and guidance. They are used the least for promotion and compensation.
- Fewer states (15) approve the policy than have the policy in existence (18).

As the survey was analyzed, the following issues emerged:

- States seem to be conducting activities to decentralize this function and to find ways to focus more responsibility at the local level. State education agencies may focus on methods to assist this effort, particularly for administrators.
- Policy issues regarding collective bargaining, grievance, and redress may be involved, depending on use of evaluations. Punitive versus developmental use of evaluation tools is an issue among educators.

Recommendations

19. The Council of Chief State School Officers should endorse the recommendations made by a variety of other professional education associations to provide teachers with higher salaries, implement master teacher programs, and incorporate differentiated staffing structures within the schools. Additionally, members of the Council should take an active role in supporting such recommendations within each of their respective states.

20. State education agencies should provide the leadership necessary to develop and implement a program whereby at least 1% of each state's budget for elementary and secondary education would be allocated to the professional development of practicing teachers.

21. Teachers should have extended contracts with the additional time to be used for professional and program development activities. If the additional time is not used for this purpose, it should be used for extending the regular school program.

22. States should improve working conditions for teachers by helping districts achieve the following goals:

    a. limiting enrollment in classes to an appropriate size;

    b. providing well-equipped classrooms, as well as adequate supplies and instructional materials;

    c. allowing teachers to teach, rather than requiring them to use instructional time to perform non-teaching duties;

    d. providing teachers adequate time to teach what they are required to teach.

CHAPTER VI

CONCLUSION AND RESEARCH RECOMMENDATIONS

Conclusion

The discussion and recommendations found in this report have been based on an analysis of the survey data and other related research information. The goal was to develop in-depth analyses of some critical issues and recommend appropriate state-level actions including proposed policy statements, strategies, procedures, and legislation.

In concluding, it may be useful to review briefly the three broad goals of this study:

1. To help individual chief state school officers provide effective leadership within their respective agencies and states and to thereby contribute to a state-based national leadership initiative.

This report should help individual chiefs by making them aware of the scope and direction of ongoing change around the country, by suggesting possibilities for regional cooperation, and by providing information on the experiences of states that have implemented innovations they are now considering. Such case studies can make the chief state school officers aware of possible unintended consequences of new policy initiatives.

2. To influence United States Department of Education's regulations, funding priorities, and federal legislation.

A number of recommendations have been made which will likely require changes in federal laws and regulations and which have implications for the need to obtain federal support. For example, the need to target college financial aid for highly able students committed to a certain number of years of teaching.

3. To develop a CCSSO perspective that is independent of the major interest groups with stakes in teacher certification policy (e.g., National Education Association, American Federation of Teachers, American Association of Colleges for Teacher Education.)

Some of the recommendations will gain the support of various interest groups, and some will, no doubt, be opposed. The recommendation to set standards of excellence that ought to be expected of teachers, rather than minimum standards arrived at by consensus of special interest groups or for maintenance of the teacher supply, decidedly does not represent a response to any group. It is a response to the "national emergency in teaching". Its implementation may depend on chief state school officers' willingness to respond to the public's demand for standards of excellence in the face of powerful special interests.

Nevertheless, chief state school officers will need the support of institutions of higher education and elementary and secondary school personnel in order to implement many of the recommendations of this report. If we are to move toward the standards of quality that the nation demands in the education of our youth, the process must be a reciprocal one. Excellence in higher education depends on excellence in schools, and excellence in schools depends on teachers trained at colleges and universities.

Research Recommendations

In the course of completing this report, considerable time was spent reviewing the Survey Analysis and other related research publications. These research reports provided a wealth of valuable information on which to base findings, draw conclusions, and make recommendations. Nevertheless, it became apparent that there are many questions related to attracting, preparing, licensing, and retaining persons in the teaching profession for which there are no apparent answers.

It is acknowledged that all of the literature available on these various topics may not have been reviewed. This simply points out one of the long-standing problems in the education community: namely, the difficulty in obtaining existing research materials and the problem of acquiring the necessary resources to conduct research and to disseminate research findings.

The Council has developed a list of research recommendations. On reflection, it is felt that persons involved in planning for change need access to information related to some or all of these research topics. A method of acquiring this information can be the discovery of existing research already completed and documented or the sharing of existing research information with others who have a comparable need. If these two methods are not satisfactory, then there will be a need to conduct research related to the topics of interest or concern. The following recommendations and information pertaining thereto are offered with these considerations in mind.

Attracting Persons to the Teaching Profession

23. Currently, there is a shortage of teachers in certain areas which will grow more severe through the 1980s. A part of the teacher pool may, of necessity, have to come from non-traditional areas. Therefore:

    Research needs to be done on discontinuity of supply and demand in the teaching profession, including the delineation of probable areas of shortage, both nationwide and regionally.

24. Because of projected shortages in the traditional teaching pool, an assumption may be made that future teachers are likely to be a more diverse group in terms of age, training, background, and experience. Therefore:

    Research is needed to determine which groups represent a pool of potential teachers from non-traditional areas (i.e., persons who, with little additional training, could be added to the teaching pool).

25. Little information seems to be available on how to attract persons into the field of education. Therefore:

    a. Research needs to be done to determine why people select education as a profession and why persons elect not to become teachers.

b. Research is needed to understand the impact of the changing career aspirations of today's women and how these changing aspirations will affect the teacher pool. Comparable research is needed in terms of the various minority groups.

26. Many assumptions are made about what could happen to the teaching profession relative to the participation of women and minorities. For example, as more minorities enter the field of education, and if these minority persons come from educationally impoverished backgrounds, it is often assumed this change will have a negative impact on the quality of education in the classroom. Therefore:

    It is imperative that more research be made available to enable persons to learn more about the potential impact of changing demographics on the teaching profession.

27. The measures used for initial assessment and screening of potential teachers need to be improved so that there are better predictors of future teaching success. As a result:

    a. Research ought to be done to generate more effective measures for admitting persons into programs of teacher preparation and to determine what criteria are appropriate for the selection of teacher candidates.

    b. Research needs to be conducted by institutions of higher education on how their graduates perform after leaving their teacher preparation programs.

28. As teacher preparation requirements increase, research needs to be done to assess the impact of such requirements on the supply of teachers to the profession.

Preparing Persons for Teaching

29. Research needs to be done to determine what elements make for effective teacher training and, considering the great interest in competency-based programs, to compare them with other traditional programs.

30. Research is needed to determine the most appropriate ways to evaluate or measure the progress of students enrolled in a teacher preparation program.

31. Research needs to be done to determine the most effective means of measuring the competency of teachers at, or upon completion of their teacher preparation program, as well as one year, five years, and ten years after the completion of such programs.

Licensing Persons for the Teaching Profession

32. With respect to the licensing of teachers, research needs to be done to determine what relationship exists between performance on a teacher competency exam and teacher performance in the classroom.

33. Three states have implemented a comprehensive program of competency testing of persons desiring to enter the teaching profession. These programs need evaluation. What has happened in these three states? Do these and other competency testing programs work?

Retaining Teachers

34. A research survey should be conducted to inquire of practicing teachers as to what incentives and approaches (e.g., merit pay, differentiated staffing, improved working conditions, etc.) they see as desirable and effective in retaining teachers. In other words, what do teachers perceive to be the changes needed in the work place which would increase the likelihood of their deciding to continue to teach?

35. Research needs to be done to assist local education agencies with the task of more effectively evaluating the performance of teachers. Such research should include information as to whether or not there is a correlation between fair and thorough evaluation of teachers and the retention of teachers in the classroom.

36. Research needs to be done which will enable educators to determine the most efficient and effective means of identifying the continuing education needs of teachers and providing the most efficient and effective access to such training after teachers are working full-time in the classroom.

APPENDICES

APPENDIX I
State by State Survey

State	Selection of Able Students Into Teacher Education Programs	Standards for State Approval of Teacher Education Programs	Standards for Initial Teacher Certification	In-Service and Recertification	Comments
ALABAMA	State Board requires: • score of at least 16 on the ACT or 745 on the SAT • minimum GPA of 1.2 on a 3-point scale • satisfactory performance on a written and spoken English language comprehensive examination developed by the SEA • satisfactory interviews to determine whether student has aptitudes, personality, interests consistent with requirements for good teaching. The Alabama legislature voted $50,000 in scholarships for prospective secondary mathematics and science teachers.	State Board bases program approval primarily on curriculum requirements including a general studies program, a professional studies program, and a program of study in the humanistic and behavioral sciences. A State Board member had proposed use of the written teacher certification examination developed by the SEA for monitoring teacher preparation programs in the program approval process. Under his plan, if for two years in a row, 70 percent of an IHE program's students failed the examination, program approval would be revoked. The SEA chief plans to present a similar plan after the tests are given for the fourth time in March 1982, and the Board is withholding action on the other proposal.	Class B certificates, valid for eight years, require: • minimum GPA of 1.2 on a 3-point scale • a comprehensive program of field experiences roughly equivalent in time to total class hours of formal instruction • a full-time internship of 10 weeks or more including 10 days of full responsibility for a classroom • a satisfactory score on a written teacher certification examination developed by the SEA The 'Board accepts a mixture of credit hour credentials and performance-based data for certification.	Class A certificate, valid for ten years, requires a master's degree and one year of successful teaching. Class B renewal requires four years of successful teaching experience and 9 semester hours of graduate credit or completion of a program of in-service professional development. Class A renewal requires five years of successful teaching and 12 semester hours of graduate credit or completion of a program of in-service professional development. Teachers are encouraged to earn the Class A certificate. Completion of a sixth year of study leads to the Class AA certificate, which is the preferred certificate for administrators.	When the SEA-developed certification examination was given in August 1981, 76 percent of those who took it passed; 69 percent of the males, 77 percent of the females, 43 percent of the blacks, and 81 percent of the whites who took the test passed. At most schools, "pass rates" were about the same the two times the tests were administered, but different IHEs had significantly different rates -- a result that would become particularly important if a proposal to link program approval to "pass rates" is adopted.

State	Selection of Able Students Into Teacher Education Programs	Standards for State Approval of Teacher Education Programs	Standards for Initial Teacher Certification	In-Service and Recertification	Comments
ALASKA	The only state policy on selective recruitment is found in this general statement: " The Board strongly believes in the continuing improvement of pre-service and in-service teacher education appropriate to Alaska education. This includes increased emphasis on additional and earlier field experiences, sensitivity to other cultures, selective recruitment, active involvement of teachers in policy-making for teacher education, and continuing education."	Accreditation is by regional accrediting body or by Alaska State Board based on NASDTEC standards. State Board urges training to include techniques for cross-cultural adaptation of the educational process required by Alaska's racial and ethnic diversity.	Initial certification requires: ● completion of approved program ● bachelor's degree ● endorsement of IHE ● recency credit (six semester hours of credit earned within the five-year period prior to application.) Initial certificate can also be awarded to candidates who completed programs in other states having the same requirements as those of the training institute (University) in Alaska, but Alaska does not have certification reciprocity with any other state.	Certificate renewable based on six semester hours of credit during the five-year life of the certificate. Three of the six hours of renewal credit may be correspondence course or non-academic credit for workshops, travel, etc. with prior approval of SEA. SEA and State Board would like to require all teachers to prepare and follow individual professional development plans based on actual performance evaluations. SEA approves all in-service courses; plans must include measurable objectives and criteria for acceptable performance. New policy under consideration would require a certain percentage of in-service training to be based on a specific listing of practices identified as critical to effective schooling.	A 1972 state law set up procedures for granting release time for in-service training so that up to 10 in-service days can count as part of the minimum 180-day school year.

State	Selection of Able Students Into Teacher Education Programs	Standards for State Approval of Teacher Education Programs	Standards for Initial Teacher Certification	In-Service and Recertification	Comments
ARIZONA	Selection standards are the responsibility of IHEs.	SEA has program approval authority; now based on course offerings, but new proposal mandates CBTE.	Initial certificate now awarded upon completion of required distribution of undergraduate coursework in general education, academic major, and professional education including student teaching. Proposed changes include mandatory CBTE and a two-year residency requirement before basic certificate is issued.	Basic certificate valid for six years, renewable upon five semester hours of academic credit or evidence of continuous satisfactory teaching. Standard certificate awarded after master's degree or thirty semester hours of IHE coursework. Proposed change would require master's degree or 36 semester hours. Also, a variety of other professional activities could be used for credit toward recertification under proposed rules. Foreign travel credit is already possible with approval of thesis topic.	Statute requires school districts to adopt specific performance assessment methods and specify criteria for expected performance. These evaluations must be conducted twice each year for probationary teachers and at least once every other year for personnel with continuing status. Assessment plans must be filed with SEA.

State	Selection of Able Students Into Teacher Education Programs	Standards for State Approval of Teacher Education Programs	Standards for Initial Teacher Certification	In-Service and Recertification	Comments
ARKANSAS	NCATE standards require IHE to apply specific published criteria for admission to teacher education program. SEA would like to see IHEs require a general education test at the end of the sophomore year.	SEA performs on-site evaluations using NCATE standards. These standards refer to: • program governance • course criteria • clinical teaching experience requirements • availability of appropriate resources and facilities • faculty qualifications • student admission, retention, and counseling procedures • program planning and evaluation activities. SEA chief explicitly states that criteria are not performance-based and that a staff development program for the entire state would have to be implemented before using performance-based criteria.	As a result of a 1979 state law, all certification candidates must take NTE common examination and area test. State Board will set cut-off by February 1983 after reviewing test data for several years. Initial certificate now awarded on recommendation of IHE; candidate must have completed six semester hours of directed teaching. SEA would like IHEs to require field experiences early in college career and would like to mandate a fifth-year internship program, but no changes are planned.	Standard certificates, valid for six years (ten with a master's degree), renewable on the basis of: • two years of teaching during life of certificate OR • one year of teaching during last year of expiring certificate OR • six semester hours credit. Result: high degree of certification permanency. SEA finances some in-service activities. SEA would like to see some in-service training requirement for renewal of certificate.	

State	Selection of Able Students Into Teacher Education Programs	Standards for State Approval of Teacher Education Programs	Standards for Initial Teacher Certification	In-Service and Recertification	Comments
CALIFORNIA	Commission for Teacher Preparation and Licensing requires that standards of admission be at least comparable to those for other areas of professional study. Commission plans to require minimum GPA statewide if data can be found to support its effectiveness as a predictor of teaching success. SEA would like to encourage IHEs to actively recruit able students, especially minority students, but resistance by whites is seen as a deterrent.	IHE must assure that programs address 27 competencies specified by Commission. IHE must also assure commitment of chief administrator of the institution and involvement of practitioners in the certification area and members of the public in program development. IHEs must conduct graduate follow-up studies to be used in program revision, specify procedures to be used for evaluating candidates prior to certification, and conduct needs analyses in nearby school districts at least every four years.	Preliminary certificate, valid for five years requries: ● graduation from approved program ● passing tests of basic skills and professional knowledge Tests were to be in effect by March 1982, but implementation has been postponed a year while SEA selects or develops tests with the help of a 27-member advisory council. Currently IHEs can select methods for assessing achievement of the 27 competencies. SEA is moving toward statewide minimum criteria despite IHE resistance to uniform criteria. SEA would like to have better research data available on what competencies are related to teacher effectiveness. Certification candidates must have one semester of full-time student teaching with full responsibility for a class for at least two weeks and some experience in a class where at least 25 percent of the students are from an ethnic or socioeconomic background different from the candidate's.	Clear credential replaces provisional certificate after a fifth year of study. Clear credential, valid for five years, is renewable solely on the basis of verified successful teaching. Commission is leaning toward an intern model for early teaching experience following initial certification, possibly even a 2 to 3-year residency requirement for the beginning teacher. SEA would like to have funds for IHE and LEA support of new teachers during internship. SEA is currently studying the whole area of continuing education for teachers. It is quite possible that some form of on-the-job performance evaluation will become part of the requirements for the clear credential.	The SEA is clearly pushing for standard statewide entrance and exit competency requirements, but is having some difficulty fighting vested interests because the public demand for accountability is being tempered by a general feeling that it is not really possible to raise standards at a time when the supply of teachers is decreasing due to salary differential between teachers and other professionals.

State	Selection of Able Students Into Teacher Education Programs	Standards for State Approval of Teacher Education Programs	Standards for Initial Teacher Certification	In-Service and Recertification	Comments
COLORADO	State Board requires: • systematic counseling services for students considering enrolling in teacher education programs • acceptable levels of competency on state-approved tests of oral and written English and mathematics prior to any student teaching or field experiences (may be repeated up to three times in a four-year period if candidate does not meet standards) • IHEs to set minimum GPA • IHEs to evaluate students during teacher education program to identify problems in time for remediation	CBTE optional. Program approval process includes a request by the SEA for ratings of teacher education programs by program graduates in their first and third years of teaching.	Field experience requirements are now left to IHEs, but SEA expects to set minimum requirements in the near future. State Board may be pilot testing tests of basic disciplinary knowledge (major area subject matter) in 1983. Initial certification through one of two routes: (1) bachelor's degree and graduation from an approved teacher preparation program -OR- (2) bachelor's degree plus five years teaching experience, recommendation of supervisor, and score at 75th percentile on the professional education section of the NTE Provisional certificates are available for hardship cases and other candidates with gaps in their professional preparation.	Certificate renewed every five years based on six semester hours of appropriate credit (two must be IHE). Appropriate credits can include: • college or university coursework (two semester hours minimum) • in-service training (maximum four semester hours of LEA-sponsored work); LEA bears in-service costs • Work/learn experience (maximum four semester hours of credit awarded by local bord for on-the-job experiences designed to update or expand knowledge and skills) • educational travel (approved by SEA) • supervisory experience (one semester hour for eight weeks full-time supervision of student teacher or intern) • professional development experience (one semester hour for SEA-approved activity directly related to teaching skills).	The State Board and its Commission on Teacher Education and Certification have considered the use of in-the-field performance criteria for recertification of high-level LEA administrators, but fears that this approach would later be applied to teachers have generated oppositon to the idea. SEA notes that the cost and the "state of the art" are hindering efforts to begin pilot testing competency tests of basic disciplinary knowledge.

State	Selection of Able Students Into Teacher Education Programs	Standards for State Approval of Teacher Education Programs	Standards for Initial Teacher Certification	In-Service and Recertification	Comments
CONNECTICUT	Selection criteria are responsibility of IHE.	SEA has no official policy on CBTE, but most IHEs set their own performance objectives and SEA has worked with higher education personnel to develop CBTE programs.	SEA is now reviewing information from other SEAs in preparation for revision of certification regulations. Acceptable criteria for certification and possible internship period prior to certification are under consideration. Initial certificate, valid for ten years, now awarded on IHE recommendation.	Permanent certificate awarded after three years of successful teaching and 30 credits (LEA or IHE courses). All in-service programs must be approved by Joint Teacher Education Committee of the State Board. Program must be based on an LEA needs assessment. Credit can be awarded for travel or research.	State law requires all LEAs to establish performance evaluation program by mutual agreement with teacher representatives. District must submit program report to State Board annually. Guidelines for implementation require each professional to cooperatively determine objectives on which evaluation will be based with evaluator. SEA considers this program a high priority and devotes a lot of technical assistance time and research to it.

State	Selection of Able *Students Into Teacher* Education Programs	*Standards for State Approval* of Teacher Education Programs	*Standards for Initial* Teacher Certification	In-Service and Recertification	Comments
DELAWARE	SEA requires minimum GPA for admission to program. Survey response does not indicate cut-off or whether IHE or SEA sets it.	SEA uses NASDTEC standards for program evaluation. SEA may develop a policy of SEA-specified mandatory teaching competencies and measures of their achievement in the next few years.	Initial certification requires: ● completion of approved preparation program ● bachelor's degree ● endorsement of IHE Initial certificate valid for ten years.	Certificate renewal is automatic if ten years of continuous service; in-service credits required only if service broken. If out of service for ten years, must take six semester hours of graduate "refresher" coursework. Permanent certificates are not now awarded, but SEA is considering policy of awarding permanent certificates on the basis of a required number of in-service credits. SEA approves local in-service programs, but funding is local responsibility.	

State	Selection of Able Students Into Teacher Education Programs	Standards for State Approval of Teacher Education Programs	Standards for Initial Teacher Certification	In-Service and Recertification	Comments
FLORIDA	State Board of Education requires as prerequisites for admission to teacher education program: • composite score of 17 on A.C.T. or 835 on S.A.T. (waived for up to 10% of applicants at each IHE • minimum GPA set by IHE • demonstration of communication and computation competencies (standards set by IHE) IHE must provide guidance and screening prior to admission into teacher education program. SEA has no recruitment policy; would like to see greater involvement of IHEs in recruitment.	IHEs choose course credit approach or performance-based approach. State Board rules specify standards for course credit approach. IHEs develop standards for performance-based approach, but SEA must approve standards. SEA does not advocate one or the other. Students must demonstrate generic competencies and specific professional competencies. Essential competencies must be included in curricula of approved programs. Extent to which selective admission to IHE, to teacher education, and to student teaching is employed is factor in program approval. IHE must "furnish evidence of the quality of its instruction through the scholastic performance of its students while in the institution and later as membes of the teaching profession." IHEs are worried about a legal provision that would withhold program approval from IHEs where 80 percent or more of the graduates who take the Florida Teacher Certification Examination do not pass it.	Passing score on each subtest of Florida Teacher Certification Examination required for regular certificate. • Test developed by SEA in consultation with National Evaluation Systems • Test procedure, multiple choice format, cut-off scores set by State Board on the basis of field test conducted by SEA • Qualifications for judges of writing subtest set by State Board; Commissioner of Education appoints judges State Board requires field experiences with students of varying ages and abilities in different teaching environments and eight-week supervised student teaching. • One-year temporary certificate is available for individuals who wish to enter teaching but have not taken the test. Reading, writing, and mathematics subtests must be passed during the first year of teaching under the one-year temporary certificate. It can be renewed two times, so new teachers have three years to pass the professional competency subtest. Regular certificate issued only after 3 years of satisfactory teaching out-of-state or a year of the Florida Beginning Teacher Program (a year of on-the-job experience with performance evaluations and a planned in-service sequence designed to give new teachers up-to-date knowledge on what research says about effective teaching.)	Six semester hours or 120 in-service "points" (for district-run courses) required every 5 years for certificate renewal. One-half of hours or points must be in area of certification, or they can be in the area of the teaching assignment in cases where teachers with new assignments are working toward appropriate certification. Districts must submit 5-year master plan for in-service to SEA for approval. Statute authorizes establishment of teacher education centers in districts. Regulations mandate teacher involvement in planning of in-service course content. SEA, districts, and teachers share in-service costs, but $6 per FTE student dollar must be spent on staff development. At least $1.70 of the $6 per FTE must be used to support the Beginning Teacher Program. IHEs required to provide some in-service funding. Board of Regents of public universities must contribute a given amount of non-credit support to the Teacher Education Centers. Also, IHEs provide some in-service through state-funded agreements between IHEs and districts via the Teacher Education Centers.	A new law eliminates tenure for instructional and administrative personnel. Two-year contracts will now be renewed on the basis of performance evaluations conducted by trained evaluators. This will apply to all certificated instructional and administrative staff, though Florida personnel who already have tenure will not be affected since the law includes a "grandfather clause."

State	Selection of Able Students Into Teacher Education Programs	Standards for State Approval of Teacher Education Programs	Standards for Initial Teacher Certification	In-Service and Recertification	Comments
GEORGIA	SEA has full-time recruiter to recruit able high school students and assist in placing certified teachers. Criteria for admission into teacher education set by IHEs, but minimal standards set by SEA. SEA requires minimum GPA of 2.0 on a 4-point scale, but IHEs can set higher cut-off or add other requirements. Most IHEs simply use the SEA 2.0 standard.	Programs are evaluated every five years except for NCATE-accredited institutions. SEA participates in each NCATE evaluation. State provides criteria for experiences or competencies which should be provided by each IHE. SEA provides an "external audit" of the IHE's "product" by: • testing subject matter knowledge in each teaching field before or during the first year of teaching, AND • assessing 14 generic competencies on the job sometime during the first three years of teaching Information from on-the-job assessments is used during periodic program evaluations.	Initial certification requires: • bachelor's degree and IHE recommendation • GPA of 2.0 on a 4-point scale • one quarter of full-time student teaching (or a one-year internship for late decision students) Initial certificate valid for one year of teaching. Recertification then based on test of subject matter knowledge and assessment of 14 generic competencies. Subject matter test must be passed during first year of teaching; 14 competencies must be passed in first three years of teaching for recertification. SEA is moving toward more general certification areas due to proliferation of too many certificates.	Permanent certification discontinued in 1974. Renewal required every five to ten years (depending on specific certificate) based on ten quarter hours of college credit or 10 staff development units in SEA-approved local in-service program. In 1981, Georgia appropriated $870,000 in state funds for staff development: • $80,000 - Georgia Academy (leadership development) • $440,000 - regular staff development • $200,000 - certification renewal • $150,000 - staff development for beginning teachers State mandates in-service instructor qualifications. Committees of teachers and administrators conduct local needs assessments for planning in-service programs. LEAs may require in-service beyond that required for recertification.	Georgia made marked changes during the 1970s, and SEA does not foresee any further changes. Standards and policies are now as desired. National Evaluation Systems developed state-specific criterion-referenced test for Georgia.

State	Selection of Able Students Into Teacher Education Programs	Standards for State Approval of Teacher Education Programs	Standards for Initial Teacher Certification	In-Service and Recertification	Comments
HAWAII	IHEs responsible for selection. They set minimum GPA and SEA reviews.	SEA uses NASDTEC standards for program approval. NASDTEC standards relevant to competencies emphasize: • explicit statement of exit competencies • program description relating these competencies to specific learning activities in courses or subcourses • IHE conduct of formal follow-up study tying competencies to initial professional role competencies SEA believes current policy, which leaves responsibility for standard-setting with the IHE, is the right one, but notes that IHEs often neglect implementing everything in their written programs and send students through to justify existence of programs instead of carefully evaluating competence of each student.	Provisional certificate awarded upon graduation from an approved program. Permanent certificate issued after two years of teaching experience. Performance of First-year probationary teachers is observed twice each semester. Performance of second-year probationary teachers is observed once each semester. Hawaii has a variety of emergency-type certification mechanisms to certify able individuals who have not completed formal preparation programs.	SEA chief believes certification should be based on initial teaching competency. Once a teacher is employed, personnel management is the issue, not certification. State sponsors large in-service program for professional development, but believes personnel decisions should be made on performance, not continuing education.	Statute requires annual performance evaluations of teachers, but SEA feels this provision is not having the impact it should for several reasons: • LEA administrators are not good evaluators • IHEs are not adequately training administrators to be evaluators • evaluations are subject to collective bargaining and teachers' unions are reluctant to give up the right to choose the evaluation instrument

State	Selection of Able Students Into Teacher Education Programs	Standards for State Approval of Teacher Education Programs	Standards for Initial Teacher Certification	In-Service and Recertification	Comments
IDAHO	Selection is seen as an IHE responsibility.	SEA uses NASDTEC standards for program evaluation and approval. IHE must also be accredited by regional accrediting associaiton.	Certification standards are set by SEA upon recommendation of a Professional Standards Commission. Candidates must complete a preparation program approved by the State Board; program must include certain minimum course requirements. Candidates must have their credentials evaluated by the SEA; recommendation of IHE is not necessarily sufficient.	Advanced certificates awarded after master's degree or fifth-year academic program. They are renewable after five years, upon application. LEA establishes in-service policy.	

State	Selection of Able Students Into Teacher Education Programs	Standards for State Approval of Teachur Education Programs	Standards for Initial Teacher Certification	In-Service and Recertification	Comments
ILLINOIS	State Board of Education just began a large-scale investigation into teacher education policies and practices designed to lead to policy changes in May, 1983. As part of that investigation, there will be a study of Illinois IHEs to determine their recruitment, selection, retention, and assessment practices. The written charge to the researchers mentions the fact that public and private institutions have different missions which affect admissions standards. Current policy requires IHEs to develop and follow written procedures for admission into teacher education and planning individual students' programs based on entry assessment. State Board study will also look at school districts' selection, supervision, evaluation, and skill improvement practices.	State Board has an elaborate set of program approval standards which, while granting maximum policymaking authority to IHEs, assure that they have policies on a variety of issues often not mentioned in program approval in other states. For example, the IHE must document the need for the program, analyzing the available supply of teachers in the subject matter field and grade level, and demonstrate that the program is planned to develop capacities identified as important in needs assessments of Illinois' public schools.	Standard elementary certificate for grades K-9 and standard high school certificate for grades 6-12 are valid for four years. Certificates awarded based on completion of State Board-required coursework distribution, pre-student teaching field experiences equivalent to 100 clock hours, and five semester hours of student teaching. Coursework requirements depend on level and subject; e.g., elementary certificate requires seven hours of science and five hours of mathematics, while secondary certificate requires six hours of science and/or mathematics and, of course, 32 hours in the subject area specialization. New law, effective in 1981, requires all applicants for teaching certificates to complete an approved program and to complete coursework in education of the exceptional child.	Certification renewal apparently requires only the filing of a form, except that teachers who did not take coursework on the constitutions of the USA and the state of Illinois must pass a test on them at the first certificate renewal.	State certification requirements do not apply to teachers in the city of Chicago. Illinois Association of School Boards adopted resolutions urging required testing of all candidates for certification and requesting the State Board to conduct a major study of the competency of certified personnel. Competency testing will be a major emphasis of the two-year State Board study (the Board is already asking questions about norm-referenced vs. criterion-referenced tests and discriminatory effects on minority groups), but study will also look at economic and other constraints that affect teacher education and recruitment.

State	Selection of Able Students into Teacher Education Programs	Standards for State Approval of Teacher Education Programs	Standards for Initial Teacher Certification	In-Service and Recertification	Comments
INDIANA	No policies at present. Standards for admission into teacher education programs are currently under study by the Indiana Chapter of the AACTE at the suggestion of the SEA chief. SEA favors statewide mandated standards.	Program approval is by standard recognized accrediting agencies. SEA does not favor CBTE.	Initial certification requires bachelor's degree and completion of course requirements for specific licenses established by the Teacher Training and Licensing Commission. Initial certificate valid for five years. The Teacher Education Advisory Council is now studying the use of specific statewide standards for admission to teacher education, including possible use of standardized tests of basic skills.	No policies on in-service training at present. The SEA does not favor development of state policies on in-service training, but the possibility is currently being studied. Recertification for another five years requires 12 semester hours of graduate credit. Permanent certificate awarded upon completion of three years successful teaching and a master's degree. The possibility of ending the awarding of permanent certificates is now being studied.	The Teacher Education Advisory Council makes recommendations to the Teacher Training and Licensing Commission.

State	Selection of Able Students Into Teacher Education Programs	Standards for State Approval of Teacher Education Programs	Standards for Initial Teacher Certification	In-Service and Recertification	Comments
IOWA	No policies at present. SEA has no policy on counseling services prior to admission into teacher education programs, but plans to consider such a policy by 1985.	State Board provides detailed guidelines for program content areas, approves programs based on course content or performance competencies set by IHEs. State Board requires IHEs to: • involve representatives of local schools, college faculty in fields related to the area of specialization, and various professional associations in development of teacher education curriculum • provide an in-depth experience with children early in the teacher education program for all students who have not had an equivalent experience SEA does not have a policy on competency testing but favors IHE decision to implement such testing prior to recommending candidates for certification.	Professional certificate requires bachelor's degree and completion of an approved program; valid for ten years. Temporary certificate available while deficiencies in professional training are rectified; valid for one year, renewable for one year. SEA believes in approved program method of setting standards, plans to strengthen program approval standards, but not to set additional standards for individual certification candidates beyond completion of approved program.	Professional certificates renewable after eight months teaching during term of certificate and six college credits. Credits earned through in-service programs may also be applied to renewal. Permanent certificate awarded upon completion of master's or professional degree, but SEA favors elimination of permanent certificates. State-level committee is now studying ways by which LEA-sponsored in-service training may be accepted by approved graduate schools for graduate credit.	"Substitute" certificate holders may teach not more than ninety school days during any single school year; valid for six years, but no credits needed for renewal. IHEs must conduct follow-up surveys to determine the effectiveness of their teacher education programs.

State	Selection of Able Students Into Teacher Education Programs	Standards for State Approval of Teacher Education Programs	Standards for Initial Teacher Certification	In-Service and Recertification	Comments
KANSAS	A new policy requires students to have a GPA of 2.5 on a 4-point scale to be admitted to teacher education program. Students will soon be required to pass a test of basic skills prior to admission to teacher education programs. Also, IHEs will be required to: • publish standards for admission into teacher education programs • publish a written plan for evaluating students enrolled in teacher education programs.	SEA requires programs to include study in specified areas with supervised laboratory and field experiences prior to admission to teacher education programs. IHEs apply to SEA for approval of experimental or innovative programs. IHE must specify exit competencies, relate these competencies to entry-level teachers' role performance, and present follow-up evaluation plan demonstrating how feedback on relationship of exit competencies to professional performance will be used in program revision. SEA then sends an on-site evaluation team to assess program and verify competencies.	Initial certification standards are currently being revised to reflect competencies rather than credit hours and subject matter. A new policy requires a GPA of 2.5 on a 4-point scale. State Board of Education has considered competency testing for certification but does not appear to favor any existing test; needs funds for test development.	No in-service policy at present, but the following rules are expected to be in effect within five years: • 160 points will be required for certificate renewal (1 semester hour = 20 in-service points) • up to 50% of the first 160 points can be in-service prior to attaining master's degree • subsequent five-year renewals, with master's degree, based on any combination of in-service and college credit points • in-service topics must be determined by local needs identified using SEA criteria State Board will request legislation to support these proposals. Funding will be a joint SEA/LEA responsibility. Recertification based on in-service training is being considered for 1983. A state in-service plan is now under consideration by the State Board.	University of Kansas School of Education began a new program this year requiring a fifth year of study for certification. The fifth year includes 19 weeks of student teaching in addition to the 250 teaching hours required before the bachelor's degree.

State	Selection of Able Students Into Teacher Education Programs	Standards for State Approval of Teacher Education Programs	Standards for Initial Teacher Certification	In-Service and Recertification	Comments
KENTUCKY	Standards for entry into teacher education programs include: • GPA of 2.0 on a 4-point scale • scores on tests of reading, writing, and computation equivalent to high school senior level State requires counseling on academic expectations and career options prior to admission to teacher education programs; SEA sets qualifications for faculty education advisor. IHEs submit annual reports to SEA describing procedures and standards for admission of candidates into programs. These go into continuous review of selection procedures including appropriateness of cut-off scores. Kentucky's 1982 General Assembly approved an appropriation of $600,000 for a new loan program that provides money for tuition and expenses to college students who agree to teach in "high demand" fields such as science and mathematics. For each year the recipient teaches in the public schools, the state will forgive part of the indebtedness.	State Board approves teacher training curricula offered by IHEs. State regulations mandate competency approach for state evaluation of teacher education programs, but SEA sets credit hour minimums in addition to defining competencies. SEA feels this is necessary to get agreement across state lines. CBTE is required for several program components (general education, secondary education), but performance objectives set by IHEs. SEA plans to move toward minimum competencies in more program areas, but not to the exclusion of other approaches. Experimental programs encouraged; must be approved by SEA chief or Kentucky Council on Teacher Education and Certification (appointed by SEA chief).	Initial certification requires: • bachelor's degree • 150 clock hours of clinical experience prior to student teaching, at least 50% in field experiences • eight weeks full-time student teaching under supervising teacher who has a master's degree, preparation in supervision, and five years teaching experience • overall GPA of 2.5 and major field GPA of 2.5 on a 4-point scale Initial certificate valid for ten years.	Initial certificate is renewable after fifth-year study program of 32 semester hours planned with IHE or a master's degree. Fifth-year program based on continuing education units; ten clock hours of LEA in-service = ½ semester hour credit from IHE. In-service must be state-approved, but SEA favors minimum limits on teacher choice for in-service content. Despite this choice, teachers are choosing work toward advanced degree over LEA in-service by more than a 9-to-1 margin. Permanent certification upon completion of three more years of teaching after initial certificate has been renewed once. SEA favors ongoing five-year renewal periods based on 15 credit hours each. Recertification requires LEA administrator's endorsement of satisfactory performance.	SEA would like to be empowered by state legislature as exclusive certifying agency, eliminating current State Board authority. SEA would like to implement competency testing for initial certification; cites as deterrents: • lack of financial support • possible teacher shortage in 1985-86 • absence of effectiveness data from other states SEA would like a five-year initial certification program including on-the-job evaluations of first-year teachers (a more solid initial preparation) and then maximum freedom to use continuing education as they wish for five-year renewals. New accreditation standards calling for annual evaluations of instructional personnel are being piloted in 25 of 180 LEAs in 1981-82 with expectation of statewide adoption.

State	Selection of Able Students Into Teacher Education Programs	Standards for State Approval of Teacher Education Programs	Standards for Initial Teacher Certification	In-Service and Recertification	Comments
LOUISIANA	Act 756 of 1977 requires that IHE guidance counselor outside the teacher education program provide three hours of counseling on the suitability and aptitude of the student for teaching and the availability of jobs both geographically and by subject area. The same law sets a minimum GPA of 2.2 on a 4-point scale for entry into teacher education. Use of NTE general education and communication tests prior to admission to program is being considered. SEA chief notes efforts to raise salaries are crucial to attracting able students.	Accreditation standards give IHEs policymaking flexibility, assess institution's commitment to the program, adequacy of faculty load and salary, etc. Act 800 of 1980 added requirements for observations by the dean of the education faculty and more counseling and guidance of students. Act 756 required practical classroom experiences starting in the sophomore year and occurring in schools with varying socioeconomic and cultural characteristics. Act 565 of 1979 required instruction in child discipline and prevention of disruptive behavior. Curriculum standards focus on required course subjects for various specialization areas, but as a result of Act 750 of 1979, SEA will identify certain generic competencies that all prospective teachers must possess and incorporate them into program approval standards when they have been identified. Statewide CBTE was attempted in 1974 but discontinued when federal project funds ended.	Under Act 756 of 1977, initial certificate (Type C) requires: ● bachelor's degree from approved program ● minimum GPA of 2.5 on a 4-point scale ● minimum 270 clock hours of student teaching with 180 of actual teaching (virtually full-time) ● minimum score on NTE (common score of 534 and other minimums by specialization) Valid for three years.	Type B certificate (valid for life) awarded upon three years of successful teaching experience. Type A certificate (valid for life) based on master's degree and five years of successful experience. While SEA sees mandated master's degree as an admirable goal, such a requirement isn't likely to be implemented at a time when Louisiana is already facing teacher shortages. Legislature attempted to eliminate permanent certification, but political pressure from teacher unions resulted in this provision being amended out of the legislation. SEA will continue to press for this change. Act 207 of 1980 started the revolutionary Professional Improvement Program (PIP) for Educational Employees. Teachers who enroll in five-year professional improvement programs receive salary increases of $2000 for each of the five years. About 80 percent of the eligible teachers enrolled in PIP's first year, though the program is voluntary. The state legislature appropriated $54 million to fund the program. Teachers can take IHE or SEA-approved, LEA-sponsored workshops, but individual plans must be approved by local committee of teachers. Experienced teachers receive bigger salary increases. Salary increases are independent of cost-of-living raises, allowing state teacher association to drop its opposition to the program.	The specificity of the innovative legislation described is noteworthy. The use of salary incentives for professional development in a state that awards permanent certificates is unprecedented.

State	Selection of Able Students Into Teacher Education Programs	Standards for State Approval of Teacher Education Programs	Standards for Initial Teacher Certification	In-Service and Recertification	Comments
MAINE	Selection is seen as a responsibility of IHEs' recruitment is seen as a prerogative of school districts. Program approval standards include requirements for student advisement and counseling and specified criteria for program admission and retention.	SEA and State Board policy reflect a clear commitment to the autonomy of IHEs. Standards for program approval are very general, requiring that IHEs have their own policies in several subject areas. Programs may also be approved by national accrediting bodies. SEA will also review for certification the transcripts of individual prospective teachers who have not attended a teacher education program.	Provisional certificate, valid for five years, based on recommendation from an approved program. In lieu of student teaching, SEA considers: ● substitute teaching for one year ● private school or college teaching for one year ● teaching under a "permit" or emergency-type certificate for one year ● 900 clock hours teaching in adult education or armed forces training program if a degree has already been obtained SEA expects to see the subject matter scopes of certificates broadened before 1985, in part because of the problems of rural school districts unable to find sufficient properly certified staff.	Provisional certificate renewable after six semester hours study. Professional certificate requires thirty college credits after bachelor's degree plus four years of successful teaching; renewable for ten-year terms. Emergency-type certificate renewable annually with successful teaching and six hours of study as a matriculated student in an approved program. School districts can have their local professional development systems approved by the SEA as routes for awarding credit toward recertification.	The SEA and State Board are moving toward more definitive policies on teacher education, but with a great deal of caution. The State Board adopted a policy statement reflecting this in its emphasis on: ● the importance of IHE autonomy ● the need for good data bases for use in effective long-range planning (data on human learning and teaching and public education and higher education statistics for the state)

State	Selection of Able Students Into Teacher Education Programs	Standards for State Approval of Teacher Education Programs	Standards for Initial Teacher Certification	In-Service and Recertification	Comments
MARYLAND	State Board has appointed Commission on Quality Teaching; Commission is studying possible admission criteria and recruitment strategies. State Board has asked Commission to recommend incentives to attract able students such as scholarships or forgiveness of tuition if students teach for a specified time in high need areas such as science and mathematics. State Board also asked for recommendations on non-traditional criteria for entrance into teaching to allow talented people who have not participated in teacher training programs to teach. SEA favors use of minimum test scores for admission to teacher education.	SEA uses NASDTEC standards for program evaluation, but Commission has been asked to review their usefulness. Commission is now studying possible requirements for: ● student teaching and field experience duration and timing ● selection and training of supervisors of student teachers, including IHE personnel and cooperating teachers ● program competencies SEA encourages IHEs to set performance objectives, opposes mandated CBTE.	State Board has asked Commission to make recommendations concerning development of written teacher examination focusing on communication and computation skills and knowledge of subject area. State Board specifically asked Commission not to consider test focusing on measurement of characteristics that make a "good" teacher. State Board asked Commission to look at existing tests in Maryland and other states. Commission will also be considering requirements for probationary period for newly certified teachers, including support activities, evaluation of the new teachers' performance, and training of principals for their supervision. Board asked Commission to review similar programs in Georgia and other states.	SEA awards credit for SEA-approved workshops as follows: ● 30 clock hours with no outside assignments = one credit ● 15 clock hours with outside assignments = one credit Six credits may be applied toward renewal of standard certificate; 15 credits may be applied toward issuance of Advanced Professional Certificate. Advanced Professional Certificate requires three years of successful teaching plus 30 semester hours of a planned program of in-service education. Such programs are planned by LEAs, approved by SEA for five-year period. The program must be planned as a total package, not just a collection of courses. Master's Degree or 30 hours of in-service training (15 at IHE and 15 in unsequenced LEA in-service courses) can substitute for 30-hour planned program. Standard certificate valid for five years; can be renewed once. Advanced professional certificate valid for ten years.	Commission on Quality Teaching has been asked to make recommendations on a variety of other issues including: ● teacher career paths ● salary differentials designed to fill high-need subject area positions ● merit pay for excellence ● tax credits for teachers ● guaranteed summer employment (perhaps in business and industry) ● effective performance evaluation

State	Selection of Able Students Into Teacher Education Programs	Standards for State Approval of Teacher Education Programs	Standards for Initial Teacher Certification	In-Service and Recertification	Comments
MASSACHUSETTS	SEA would like to require pre-admission counseling, but has no plans to do so in the near future. SEA is interested in the possibility of using cut-off scores on standardized tests for admission into teachers training, but no action has been taken.	State Board has specified general performance competencies for each certification area that IHE programs must teach and evaluate. Hours of coursework and practicum are also specified for each area.	Provisional certificate, valid for two years, based on graduation from an approved program, including a semester of full-time or two semesters of half-time practicum experience.	Permanent certificate issued upon favorable recommendation of a local evaluation committee at the end of the second year of the provisional certificate. This committee consists of one certified teacher appointed by the school board of the district where the applicant works, one appointed by the applicant, and one chosen by the other two. Though in-service education is not required by the state, state funds are used to support the Commonwealth In-Service Institute, a program providing in-service workshops through six regional service agencies of the SEA.	SEA staff wrote the 1973 law that put these policies into effect and foresees few upcoming changes.

Selection of Able Students Into Teacher Education Programs	Standards for State Approval of Teacher Education Programs	Standards for Initial Teacher Certification	In-Service and Recertification	Comments
tate Board requires HEs to "establish se- ection techniques which nsure that only qual- fied students are ad- itted to teacher edu- ation programs." EA favors a policy of sing SEA-established ut-off scores on stan- ardized tests for ad- ission into teacher ducation. State Board pproved a study of this nd related options.	In 1971, State Board approved in principle actions leading to a competency-based approach. In 1974, State Board approved four $25,000 grants from a legislative appropriation for development of CBTE. Four more grants were awarded in 1975 and three more projects were funded in 1976. The projects led to development of: ● lists of competencies ● models of CBTE programs for IHEs to use in program development ● instructional materials ● a number of assessment instruments including a student teaching exit examination ● a state policy of having all IHE programs evaluated on graduates' competency achievement by 1985 (five-year program review cycle began in 1981-82)	A study commission is now reviewing initial certification standards for possible revision. The State Board considered and tabled the issue of state teacher competency examinations. Provisional certificate requires: ● 40 hours of general or liberal education ● 20 hours of professional education including six hours of student teaching ● 30 hours in major field SEA advocates CBTE and expects major changes to be guided by results of grant projects.	Continuing certificate requires three years successful teaching plus 18 semester hours in a planned course of study or a Master's degree. Continuing certificate is permanent unless certificate holder fails to teach or work in an educational setting for at least 100 days in five years. State funds have been appropriated for in-service education: ● $25 per professional staff member ● $10 more per staff member if staff exceeds 750 ● three-year plan required ● LEA must have planning board of 11 members with teachers as majority ● teachers or board must be elected or appointed by union ● others on planning board are administrators or school board members ● not more than 15% of funds can be used by SEA for program coordination ● SEA sends annual in-service progress report to legislature	SEA sees main task now as effective promotion of new guidelines developed out of work or grant projects so that IHEs voluntarily adopt the model competencies.

Selection of Able Students Into Teacher Education Programs	Standards for State Approval of Teacher Education Programs	Standards for Initial Teacher Certification	In-Service and Recertification	Comments
No policies at present.	Maximum discretion to IHEs. Program standards set by Board of Teaching. CBTE optional. If used, individual specified competencies must be assessed by IHE. If not, IHE must assess achievement of goals specified by Board of Teaching for each area of certification. All programs must include a Board-approved human relations component designed to develop understanding of personal rights and human diversity. Component must be developed by group including people from multiple racial, cultural, and socio-economic backgrounds.	Initial license granted for two-year period upon completion of approved training program.	Permanent licensing no longer permitted. First "continuing" five-year license granted after two years of verified successful teaching. Successive continuing licenses require 120 renewal units during preceding five years. Renewal units are "increments of credit for experiences likely to aid in maintaining and improving professional capabilities." ● one semester of college credit = 15 renewal units ● student teacher supervision = 10 renewal units (up to maximum of 30) ● one week of approved travel = 10 renewal units (maximum of 30) ● one-day workshop = up to five renewal units ● other units possible for publications, research, professional association meetings,etc. Renewal units awarded by Local Committee for Continuing Education composed of teachers, administrators, and community members.	Authority to license teachers (not administrators) vested in Board of Teaching, not SEA. Legislature created Board to grant "to teachers the major role in determining the standards and rules for teacher preparation and licensure, continuing education, and professional service in Minnesota." 17-member Board appointed by Governor for four-year terms: ● four elementary teachers ● four secondary teachers ● one educational specialist (counselor, librarian, psychologist, etc.) ● one school administrator ● three higher education representatives ● four members of the public

Selection of Able Students Into Teacher Education Programs	Standards for State Approval of Teacher Education Programs	Standards for Initial Teacher Certification	In-Service and Recertification	Comments
Qualifying score on NTE required for entry into program. SEA sees recruitment as a matter of adequate salary base.	Currently there are no teacher education program standards, but the SEA is studying the possibility of taking on program approval responsibility and would like legislative support. SEA believes that IHEs resist increasing standards in a time of declining enrollments. SEA and State Board advocate programs built around generic competencies in the areas of communication skills, basic knowledge, technical skills, administrative skills, and interpersonal skills.	Six semester hours of student teaching required. NTE required. SEA plans to raise minimum score in 1983. Where no specific subject area test score requirements exist, applicant will have to score at least 432 on the common examination.	Six semester hours required for recertification every five years. SEA favors CBTE as the best form of in-service preparation and plans to introduce policy changes affecting in-service programs by 1985. SEA does not support a master's degree requirement because low salaries act as a deterrent.	

Selection of Able Students Into Teacher Education Programs	Standards for State Approval of Teacher Education Programs	Standards for Initial Teacher Certification	In-Service and Recertification	Comments
IHEs were required to start testing for admission into teacher training programs in September 1981. After 1983, test data collected will be used to set minimum standards. Tests will include English usage, reading, and mathematics.	Accreditation is by regional accrediting association. Beginning in 1982, IHEs can set up programs to give credit for some coursework by competency, but not whole programs.	State Board now requires: ● bachelor's degree ● recommendation of teacher education official at IHE ● meet hour requirements in professional education and general education (vary with level and area) ● meet hour requirements in area of specialization New standards go into effect in 1982 for elementary and middle school certificates and 1984 for secondary certificates that will require demonstration of competencies to the satisfaction of the IHE.	No recertification policy, since the initial certificate is a lifetime certificate. In-service education is left entirely to LEAs as a matter of state policy.	

State	Selection of Able Students Into Teacher Education Programs	Standards for State Approval of Teacher Education Programs	Standards for Initial Teacher Certification	In-Service and Recertification	Comments
MONTANA	State Board's teacher education standards include a requirement for IHEs to establish admissions standards. Each IHE establishes cut-offs on standardized tests and minimum GPA, but SEA would like to see greater uniformity. State Board's standards are optional, but all IHEs currently participate.	State Board's teacher education standards include a section assessing whether the IHE is establishing administrative units, and enlisting participation from public schools, college faculty, professional associations, SEA, and students to coordinate continuing curriculum evaluation and revision and advisement of students. IHEs must conduct follow-up studies, incorporate findings on graduates into program, and maintain current data on teacher supply and demand to use in advising students preparing for teaching. On-site evaluation teams appointed by SEA chief assess IHE teacher education programs. Expenses of these teams are borne by local school districts. SEA would like to see movement away from credit hours toward skill focus.	Initial certificate, valid for five years, based on minimum GPA of 2.5 and graduation from an approved program. Duration of student teaching depends on individual student; it continues until IHE-set program objectives are met or until student is screened out of program. SEA favors implementation of specific minimum standards uniformly across public and private IHEs, but does not foresee change from current flexibility. In this context, SEA chief mentions disproportionate influence of vested interest groups and litigation by those who are denied certification as important deterrents to implementation of the desired policy. Yet, SEA opposes minimum standardized test scores because they are too costly and because they create artificial shortages.	Initial certificate renewable based on six in-service or IHE credits. Professional certificate requires master's degree. Correspondence and extension course credits may be used to satisfy in-service requirements.	SEA points out the special difficulties of a rural state in several contexts. These concerns lead to support for such changes as more K-12 certificates and comprehensive certificates and less reliance by college governing boards on administrative tools such as "full-time - equivalent students."

State	Selection of Able Students Into Teacher Education Programs	Standards for State Approval of Teacher Education Programs	Standards for Initial Teacher Certification	In-Service and Recertification	Comments
NEBRASKA	IHEs determine selection criteria. They must set minimum GPA. Program approval standards require IHE to provide and interpret teacher supply and demand data to students as part of counseling program.	Nebraska College Approval Advisory Committee and its Nebraska Council on Teacher Education, appointed by State Board, have developed a detailed set of program approval standards dealing with institutional commitment and objectives, financial and other institutional resources, student admission and retention, curriculum. Curriculum standards are written separately in clock hours or for competency-based programs.	Pre-standard certificate requires completion of approved program including minimum 240 clock hours of student teaching; valid for five years, renewable with six credit hours of advanced training. Standard certificate after two years of successful teaching; valid for seven years. There are special provisions for certificates for those teaching in rural areas. State Board is considering a possible emergency teaching permit that would be valid for a limited period of time.	Professional certificate after two more years of teaching plus a master's degree or approved fifth-year academic program; valid for ten years. Prior to 1977, professional certificates were valid for life. No policies on in-service education.	

State	Selection of Able Students Into Teacher Education Programs	Standards for State Approval of Teacher Education Programs	Standards for Initial Teacher Certification	In-Service and Recertification	Comments
NEVADA	No established policies in this area but plans include: ● state requirement for minimum combined SAT scores of 900 ● work with IHEs to upgrade caliber of students admitted to programs and insure availability of counseling prior to entry into programs.	Nevada has two colleges of teacher education and is working toward an approved program approach.	Initial certificate awarded upon completion of bachelor's degree including specified number of semester hours of professional education (eight student teaching). Applicants must have passed courses in: ● multicultural education ● exceptional children ● counseling and guidance (emphasis on consultation with parents) ● teaching of reading ● economic education SEA chief points out that many applicants cannot be certified because they haven't taken these courses. Graduation standards are now being considered, including: ● minimum GPA ● minimum test score in field ● demonstration of selected competencies SEA would like to see an internship program leading to certification and a master's degree.	Certification renewal based on six semester hours of credit. Certificate awarded at bachelor's degree level valid for five years; master's for six years; specialist's for eight years; doctorate for ten years. Graduate level certificates also require three years of teaching experience. In-service credit can be awarded for college work, LEA workshops, and travel. Graduate level certificate holders can receive credit for teaching at college level.	Governor has appointed Commission to review certification policy. SEA chief judges policy initiatives on basis of whether they would attract able students into the profession and whether they would promise that those who educate are themselves literate.

State	Selection of Able Students Into Teacher Education Programs	Standards for State Approval of Teacher Education Programs	Standards for Initial Teacher Certification	In-Service and Recertification	Comments
NEW HAMPSHIRE	IHEs are required to set minimum standards for admission into teacher education that are based on: ● quality of scholarship ● leadership potential ● physical and mental health appropriate to tasks to be performed ● voice and speech ● competency in oral and written English ● participation in extra-curricular activities. SEA would like more specific criteria and more active screening based on minimum GPAs and scores on tests of English and mathematics, but expects no change due to financial pressures on IHEs and need for continued enrollment in teacher education programs.	State Board replaced old program approval standards based on required numbers of hours of coursework in specified subjects with new standards based on competencies in 1981. Though IHEs must develop competency statements for each certification program, the State Board standards are very specific. They are virtually competency statements for programs, generally taking the form of "the program shall provide educators with the following knowledge and competencies." In addition to program requirements for specialized certificates, general requirements include: ● diagnosis and remediation for handicapped ● admission to student teaching only if scholarship review merits it ● equity at IHE in faculty workload and compensation ● qualifications for cooperating public school teacher supervising student teacher, etc.	Four routes to initial certification: ● completion of approved program ● certificate from another state participating in Interstate Certification Compact ● Board of Examiners appointed by SEA evaluates competencies of candidate using all or some of these data: written examinations, oral interviews, on-site observations ● Individualized Professional Development Plan prepared by applicant, district superintendent, and supervising teacher to earn certification for candidate with bachelor's degree but no formal training in pedagogy (e.g., vocational specialist or secondary teachers under the "critical staffing clause")	Beginning educator certificate is valid for three years. Experienced educator certificate awarded after three years of successful teaching experience and completion of an individualized development program OR upon completion of approved graduate program. Experienced educator certificate renewal every three years based on ongoing teaching experience and 50 clock hours of staff development activity which may include coursework, writing of professional articles, projects, etc. Every school district must submit a five-year master plan for in-service education for SEA approval. Plan must require the 50 clock hours for every employee's recertification and details on needs assessment, evaluation, etc.	The Council for Teacher Education, created by the legislature in 1951, was given responsibility for teacher education program approval in 1972 by the State Board. The State Board also formed the Professional Standards Board to provide advice on policies and to act on appeals by persons who feel aggrieved by the certification board. The Professional Standards Board consists mainly of representatives of basic education; the Council for Teacher Education consists mainly of representatives of higher education. The SEA chief serves on both boards.

State	Selection of Able Students Into Teacher Education Programs	Standards for State Approval of Teacher Education Programs	Standards for Initial Teacher Certification	In-Service and Recertification	Comments
NEW JERSEY	NASDTEC standards, used by State Board for program approval, require continuous counseling and evaluation of teacher education students and IHE-selected program admission standards. State Board may require minimum GPA, but SEA foresees possible legislative action and impact on minority students as likely deterrents. SEA would like to see a cooperative venture with industry to alleviate shortage of math and science teachers.	State Board uses NASDTEC standards for program approval, is considering augmenting these standards in the near future. NASDTEC standards focus on content which must be covered in the teacher education curriculum, field experiences, etc. SEA does not desire change to competency basis for evaluation because of difficulty of defining competencies and cost of evaluation.	NASDTEC guidelines give IHEs responsibility for setting specific standards, but they require IHEs to document their standard development process, collect and evaluate data on the effectiveness of their program in reaching program objectives, obtain input from a variety of sources, etc. State Board has discussed a potential master's degree requirement, but SEA rejects it as a means for improving teacher performance. SEA prefers broad evidence of professional growth. SEA is investigating possible use of tests prior to certification, but remains unconvinced of the value of tests such as the NTE.	Permanent certificates are now awarded. SEA anticipates a requirement for in-service credits for recertification. Teachers' associations will fight against this change, but school boards will support it. SEA would like to see recertification based on teaching experience and professional training at the graduate level. The training would be individualized, planned jointly by the applicant, school district, and SEA, with credit awarded by IHEs.	New Jersey SEA is very supportive of the effectiveness and level of specificity of NASDTEC standards for program approval.

State	Selection of Able Students Into Teacher Education Programs	Standards for State Approval of Teacher Education Programs	Standards for Initial Teacher Certification	In-Service and Recertification	Comments
NEW MEXICO	Beginning July 1, 1983, college students will have to take written basic skills tests before admission to teacher training programs. IHEs will select the tests, but State Board must approve them. Consortium of interested parties is now studying possible recruitment strategies.	Program approval has been based on number of credit hours, with a minimum of six hours of field experience. The use of performance objectives and requirements for CBTE are now being considered.	Initial certification has been based on graduation from an approved program, but new State Board regulations will now require certification candidates to pass a basic skills and communications skills test. Test will be selected by State Board for statewide use. Teachers transferring into New Mexico will have to take the test, but teachers already certified there will not be required to take it.	Teachers will now have to demonstrate effective classroom practice, complete graduate courses, and receive the recommendation of an LEA administrator for recertification. State Board intends to set up statewide evaluation standards for teachers. LEAs are required to provide in-service education, but this is not necessarily tied to recertification. SEA would like to see greater recognition of the importance of in-service education by the state legislature as shown by funding for more consistent in-service activity throughout the state.	New regulations on competency testing for certification were adopted by the State Board after the state legislature ordered the SEA to develop a plan for making teachers more accountable. SEA says that the legislature would have imposed tougher standards if the State Board had not. The new regulations were adopted despite the strong opposition of two groups. The New Mexico Association of Colleges of Teacher Education questioned the State Board's authority to impose such requirements on IHEs and recommended trials of several tests before decisions were made. The National Education Association of New Mexico objected to the assumption of widespread incompetence implied by the tests. Other groups expressed concern about discrimination against minorities.

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NEW YORK	IHEs are required to publish selection criteria; no SEA-mandated standards. Board of Regents' concern about inability to attract able students led to a major statewide conference on recruitment. Conference recommendations were far-reaching; most were aimed at fiscal matters. SEA expressed interest in conference recommendation for scholarships for students who would be obligated for three years of teaching. Other proposals (e.g., mid-career internships in business and industry, tax credits for teachers, CBTE, etc.) were identified by SEA as matters for legislative, IHE, or LEA action. Regents hope to act on some recommendations by 1985, but wish to minimize state law or regulation that woud restrict IHEs and LEAs.	SEA approves IHE programs at least once every five years. IHE must provide statements of: ● requirements, if any, for admission to program ● skills, knowledge, and attitudes which certification candidates will have to demonstrate ● procedures for assessing skills, knowledge, attitudes and standards ● plans for follow-up evaluation of program effectiveness ● plans for involving LEAs in program development Evaluation of these elements emphasizes degree to which IHE uses criterion-referenced approach rather than course completion.	Provisional certificate, valid for five years, based on graduation from an approved program. Permanent certificate requires master's degree and two years experience. Board of Regents has proposed licensing of teachers. Licensing proposal includes: ● creation of a State Board ● statutory definition of teaching as a profession ● licensing examination specified by SEA chief in consultation with State Board ● one-year internship after qualifying certificate required for standard certificate ● internship availability tied to expected vacancies ● state support for increased costs to LEAs for internship supervision ● statutory provision converting all current certificates to licenses without additional requirements	No current in-service requirements. Board of Regents' licensing proposal includes these recommendations: ● $10 million in categorical state aid for in-service education ● required LEA annual in-service plan to be approved by SEA ● required LEA annual Local Performance Review Plan to be approved by SEA ● performance objectives prepared annually for each LEA professional employee ● a minimum number of observations of teachers teaching during year by evaluating supervisor These proposals would give SEA a regulatory role in performance review and in-service education through approval of plans but: ● specifics determined at building level ● no relationship to licensing; SEA supports permanent licensure	SEA support of permanent licensure based on belief that recognition as a profession will attract higher-quality teachers. Board of Regents recently introduced licensing proposals for the third year in a row. State legislature rejected plan in last two sessions for several reasons: ● teachers' unions oppose without assurance that State Board will be controlled by practicing teachers ● school boards' association opposes without assurance that State Board won't be controlled by teachers ● cost of plan estimated at $33 million in first year by SEA

State	Selection of Able Students Into Teacher Education Programs	Standards for State Approval of Teacher Education Programs	Standards for Initial Teacher Certification	In-Service and Recertification	Comments
NORTH CAROLINA	SEA is now developing procedures to encourage recruitment of able students. SEA believes each IHE should set its policy and defend it on the basis of its product; IHEs are required to announce systematic screening procedures. SEA would like to see these include standardized tests. Students are admitted to a tentative status, final only when "competency to teach" has been verified through actual performance.	State Board uses a competency-based approach. SEA prepared state catalogue of competencies and program guidelines that are directional rather than prescriptive. Program approval based on competencies rather than credit hours, systematic admissions and exit screening, IHE use of assessment instruments to provide information for individualized teacher preparation, use of advisory committee including public school personnel. Guidelines encourage innovative programs planned and implemented cooperatively by IHEs, professional associations, and school districts which would recommend candidates for certification jointly. IHE must officially adopt a policy statement assuring that teacher education is one of its major objectives.	Initial certificate, valid for five years, based on recommendation of IHE teacher education program and endorsement by subject area department in which candidate is being certified. NTE or GRE required; SEA sets minimum cut-off scores by subject area. IHE must set strong exit policies using assessment of ability and promise as performing teacher. Other testing procedures are being considered with aim of more performance-relevant assessment. Early field experiences required.	Certificates must be renewed every five years based on nine units of credit. One unit credit is: ● quarter hour or two-thirds of a semester hour of college credit OR ● one continuing education unit OR ● one year teaching experience. Also included for credit: ● planned travel ● individualized professional development activities. SEA requires LEAs to develop in-service plans; plans to add requirement for individualized professional development plans. SEA believes no single agency should control in-service education, in-service should be based on needs assessment, IHEs should not necessarily be primary providers of in-service training.	New state law mandates performance evaluations of teachers; procedures now being developed. A 1977 report by the Board of Governors, University of North Carolina, focusing on quality, productivity, and need in 500 teacher education programs resulted in: ● retaining 377 programs ● discontinuing 54 programs ● continuing review of 69 programs.

State	Selection of Able Students Into Teacher Education Programs	Standards for State Approval of Teacher Education Programs	Standards for Initial Teacher Certification	In-Service and Recertification	Comments
NORTH DAKOTA	No policies.	State law specifies requirements for the college supervisor and cooperating teacher who work with student teacher.	Initial certificate, valid for two years, requires bachelor's degree with minimum of twenty semester hours in education, including nine weeks of full-time student teaching. State legislature is conducting a study on competency testing and teacher evaluation.	Two-year renewal of entry certificate will be issued to those with less than 18 months of teaching experience. Five-year renewal upon 18 months of teaching and four semester hours. Succeeding five-year renewals require evidence of 30 days of contracted service and three recommendations. Two recommendations must be from most recent employing board and administrator. If recommendations are inadequate, SEA chief holds a hearing resulting in five-year renewal, denial, or two-year probationary certificate.	

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OHIO	State Board requires counseling prior to admission and throughout program. IHEs are required to set program admission criteria. SEA mentions two concerns in this area: ● IHEs setting admission standards fear that data on validity of selection criteria will not be sufficient to withstand legal challenges. ● Absence of research on which teacher competencies are related to classroom effectiveness State Board's mission statement for the 1980s includes plan for state assistance to IHEs in recruiting able students into teacher education.	IHEs must specify knowledge, skills, attitudes, and values serving as basis for curricula in each teaching field. IHEs must submit detailed descriptions of curricula, including course syllabi and instructional objectives for SEA approval once every five years. CBTE optional. All teachers must be prepared in: • teaching of reading • human relations • managing behavior problems • clinical use of diagnostic instruments • urban and suburban or rural schools • utilization of educational media IHEs must demonstrate: • close working relationships with schools • faculty with successful elementary or secondary teaching experience • funding and staffing comparable to other academic departments On-site evaluation team evaluates programs at least once every five years. SEA feels strength of program approval process is in diversity of teams.	Initial certificate, valid for four years, based on graduation from approved program. Field experiences equivalent to one full quarter required before student teaching. A 14-to-1 maximum student-to-faculty ratio mandated to insure careful supervision of field experiences. A lay/professional committee will be formed to propose new certification standards by 1985. Temporary one-year certificate available on request by LEA administrator with evidence of a scarcity of appropriately certified teachers.	Professional certificate, valid for eight years, based on 27 months of successful teaching experience and 18 semester hours of advanced professional education at IHE. Permanent certificate based on 45 months of successful teaching experience under the professional certificate and master's degree or 30 semester hours of planned program of graduate credit. SEA does not perceive LEA-sponsored in-service credits appropriate mechanisms for recertification, but commitment to in-service as staff development is seen in State Board resolution to seek funding for in-service education. SEA favors increased categorical funding for LEAs so that funds can be targeted for in-service education.	State Board's mission statement for the 1980s includes plan for SEA to disseminate annual teacher supply and demand report to schools and IHEs. SEA believes that changes in standards to be proposed by committee by 1985 will have to reflect concensus of professional community and general public. SEA will stay with program approval process, granting flexibility in curriculum planning to IHEs, in part because there is no adequate research base on effective teacher training on which to base more prescriptive standards. University of Toledo runs a fully-developed CBTE program.

State	Selection of Able Students Into Teacher Education Programs	Standards for State Approval of Teacher Education Programs	Standards for Initial Teacher Certification	In-Service and Recertification	Comments
OKLAHOMA	H.B. 1706, a new state law, requires: • competence in oral and written English • minimum GPA to be established by the Professional Standards Board Though there are no specific state policies on recruitment, the clear intent of H.B. 1706 was to make teaching renumerative enough to attract able students. Legislators, despite heavy pressure to separate salary issue from teacher education standards, made it explicit that to justify salary increases, improvement of quality was primary.	IHEs establish their own objectives, criteria, etc. H.B. 1706 requires each IHE to have a faculty development committee to write and review professional development plans for each faculty member directly involved in teacher education program. Committee must include at least one public school teacher. Plans must be sent to State Professional Standards Board as part of the five-year program approval review. All full-time education department faculty, including dean of the college of education, must serve at least once every five years for at least a half-day per week for a semester in a public school performing duties related to college teaching responsibilities.	Under H.B. 1706, student must complete 90 hours of coursework and pass curriculum examination geared to subject area and grade level. SEA is developing tests with consultation from National Evaluation Systems. Tests will be updated each year. SEA must publish annual report showing "pass rates" at all IHEs. Minimum cut-off will be applied uniformly across IHEs. After passing exam, license awarded permits one-year internship under stringent supervision by a committee including principal, consulting teacher, and IHE teacher educator. This committee recommends full certification, another year of internship, or denial. Committee must consider parental input in its evaluation. Legislature appropriated fee of $500 per year to the consulting teacher in recognition of the importance of this role.	Committee recommending intern for full certification also recommends individualized staff development plan. LEAs are responsible for developing in-service programs. Mandated LEA staff development committees composed mostly of teachers, but including parents and administrators, must consult with IHE faculty in developing programs to be approved by local school boards. If teachers fail to meet staff development requirements, they may legally be fired or denied raises. Each LEA receives funds for in-service based on average daily attendance ($2.53 per ADA in 1980-81).	State budget for 1981-82 included $600,000 in seed money for the 12 public teacher education institutions to begin altering programs to implement H.B. 1706.

State	Selection of Able Students Into Teacher Education Programs	Standards for State Approval of Teacher Education Programs	Standards for Initial Teacher Certification	In-Service and Recertification	Comments
OREGON	SEA may require use of standardized tests of basic skills by 1985; would like to implement uniform minimum test scores for all IHEs, but anticipates resistance from some IHEs.	Course outlines with specific objectives, performance measures and criteria clearly stated are now basis for program approval. An autonomous Teacher Standards and Practices Commission sets program standards and does on-site evaluations. The program standards are currently being revised, and the Commission may make some form of CBTE mandatory for all programs by 1985. CBTE now optional. Where it is used, group of school teachers and administrators, college faculty and students set CBTE criteria. SEA would like to see these groups focus more on internship and student teaching aspects of training.	Initial certificate requires graduation from an approved program including nine weeks of full-time student teaching. The Commission is considering use of an examination of general education and subject area mastery. The Commission would like to require competency-based certification. There are plans to make position description correspond to certification categories, and SEA would like to see both in terms of competencies rather than subject areas. SEA would like to see an internship requirement added, but notes lack of data on the effectiveness of internships hinders such a policy initiative.	Certificates are permanent, but teachers of grades 9-12 must take a fifth year of study after the bachelor's degree to be awarded the permanent certificate.	Commission may eliminate the distinction between elementary and secondary certificates by 1985, but subject matter specialization will be retained.

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PENNSYLVANIA	IHEs now set selection standards. SEA plans to establish minimum GPA and SAT score standards. Ideally, SEA would like to require minimum combined SAT score of 1000 (minimum math = 400; minimum verbal = 400) minimum overall GPA of 2.5; minimum major area GPA of 2.75. SEA plans to require interview of each candidate by faculty committee; would like to require each candidate to submit a portfolio representing successful experiences with children.	IHEs must publish and implement procedures and criteria for student admission to, retention in, and exit from programs. IHE must identify competencies for each specific certificate, educational program component addressing the competencies, and evaluation procedures. Programs must be evaluated every five years by visiting team representing State Board.	Candidate must demonstrate, through IHE-defined process, achievement of certain cognitive and affective role competencies set by SEA and the IHE. Initial certificate, valid for six years, awarded on basis of recommendation from approved program. SEA plans to set minimum GPA of 2.75 and require statewide competency tests of general education, professional education, and subject matter achievement. SEA has interest in developing a clinical competency assessment instrument. SEA plans to introduce an induction year designed as support system for beginning teachers. This would extend current policy, which requires field experiences to begin no later than the sophomore year.	Permanent certificate awarded after three years of successful teaching and 24 semester hours of graduate credit or SEA-approved, LEA-sponsored in-service training. SEA approval for in-service requires LEA to submit instructor's qualifications.	SEA would like to see funds made available for test development.

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RHODE ISLAND	NASDTEC standards require IHEs to set admissions criteria, but program approval is not mandated so NASDTEC standards are only relevant when IHE requests approval. SEA would like to require use of cut-off scores, minimum GPA, and counseling prior to admission, but cannot do so without a mandated program approval process.	NASDTEC standards are used when IHEs request approval so that their students' certificated will be good in other states that are part of the interstate compact. SEA plans to develop a policy requiring periodic program approval.	Provisional certificate upon recommendation of program, valid 4-6 years depending on area, not renewable. NASDTEC standards require internship experiences before student teaching; SEA would like to require field experiences starting in the sophomore year. SEA would like to see test like the NTE used as exit requirement.	Professional certificate (valid for life) currently requires: ● master's degree, any subject area OR 36 semester hours of college credit beyond the baccalaureate, of which a certain percentage must be in the teaching subject area AND ● three years of successful teaching experience in Rhode Island SEA plans to change to two options: ● continuing certificate renewal every five years based on nine college credits earned during life of certificate OR ● permanent certificate awarded upon completion of a master's degree; Elementary teachers must earn master's in elementary education. Secondary teachers may earn master's in the teaching subject area or in education as long as at least 15 credit hours are in the teaching specialty area.	

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SOUTH CAROLINA	New law (Educator Improvement Act) requires students to pass a basic skills examination in reading, writing, and mathematics before being admitted to program. Law specifies that student receive results from the SEA in a form that provides specific information about strengths and weaknesses and that student receive free counseling from IHE to improve performance. Student may take test up to three times and may be awarded a one-year conditional admission to program. State requires a writing sample as part of testing for program entry.	State Board uses NASDTEC standards for program approval. Educator Improvement Act calls for continuous evaluation and upgrading of standards for program approval. IHEs participate in program review by visiting teams. Educator Improvement Act requires SEA to send results of basic skills examinations to IHEs in a form that highlights program strengths and weaknesses. Plans call for improved standards governing student teaching including qualifications of college supervisor of student teaching.	Initial certificate requires a full semester of student teaching; it is valid for five years. Under Education Improvement Act, candidates must complete an approved program and pass a teaching area examination. State Board must send results of tests with specific information on strengths and weaknesses.	Under Education Improvement Act: Provisional contract teachers: ● are observed at least three times ● receive written evaluations identifying strengths and weaknesses ● may be employed in another district on a one-year provisional contract if evaluation is unfavorable; otherwise, provisional certificate limited to first year Annual contract teachers: ● are observed at least twice ● may be employed on annual contracts for a maximum of four years Continuing contract teachers: ● are observed periodically ● must earn credits for certification renewal State plans call for coupling in-service programs with probationary/evaluation periods to allow school to design in-service to correct deficiencies. All certificates must be renewed based on credits relevant to the area of certification and earned during the five-year life of the certificate.	The Educator Improvement Act is scheduled for implementation during the 1982-83 school year after three years of planning and development.

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SOUTH DAKOTA	SEA favors development of increased standards in this area; a State Board of Education Task Force to review and make recommendations has been established.	NASDTEC Standards with minor modifications were adopted by the State Board of Education for program approval.	Basic certificate requires bachelor's degree from an approved program, including a minimum of six semester hours of field experience.	Renewal of basic five-year certificate requires six semester hours of course work of which three hours may be SEA-approved in-service experience. Advanced Professional certificate requires master's degree or 30 graduate hours, plus five years of teaching experience. SEA favors discontinuance of Advanced Professional certification. In-service may become more important. No in-service policies in effect now.	

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TENNESSEE	California Achievement Test, X Level 19, Form C or D used for program admission; must meet minimum scores in reading, language arts, and mathematics. Minimum scores to be gradually increased through 1982.	Student teaching prereded by directed observation in a field setting is required; elementary education student teaching time to be increased by one-third in 1984.	Certification is not competency-based. Students must take NTE; validation study in progress, so no minimum score set yet. SEA plans to expand testing to cover major subject area.	Plans are being made for rigorously defined qualitative and quantitative in-service standards for content and mastery.	

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TEXAS	IHEs must set minimum GPA for admission. Recent legislation initiated by the Commission on Standards for the Teaching Profession and proposed by the State Board requires evidence of basic literacy and computational skills. IHEs must have comprehensive counseling service beginning prior to entry into program.	Proposed new standards require IHEs to establish specific objectives based on performance characteristics of qualified professionals, but CBTE is not specified. Also, some of the requirements are still set in terms of credit hours.	Eight weeks of full-time field experience required; proposed new standards require 8-12 weeks depending on area of specialization. Recent legislation requires acceptable performance on a comprehensive examination in each area of certification; tests and cut-off scores not yet determined.	LEAs must file an in-service plan with SEA each year showing assessment of staff skills and how in-service activities are used for remediation. Although a specified number of credit hours is required for recertification, none may be in-service credits.	

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UTAH	IHEs must set selection standards using tests and GPA (generally 2.5 on a 4-point scale). SEA is working with IHEs to provide counseling services systematically and to develop a policy on recruitment.	NASDTEC standards are used for program approval. Though not mandated, CBTE is strongly supported by State Board and SEA. State Board released position paper in 1972, reaffirmed in 1976, taking strong positions: ● exit effectiveness is primary; entrance requirements don't screen effectively enough ● instruction should be modularized to correspond to specific competencies ● most of the preparation should be field based. In terms of actual program approval requirements, Utah may be moving toward a competency testing program.	Initial certificate, valid for five years, based on graduation from an approved program, but moving toward competency testing. Also, SEA is interested in observational evaluation of performance as criteria for certification.	State Board adopted policy of certification renewal based on credit awarded for courses, supervision of interns, attendance at lectures relevant to teaching assignment, professional writing, school observation, etc. However, the state legislature superseded this policy making certificates permanent as long as teacher is actively teaching at least three out of five years. In-service required only for those who have not been teaching three years out of five.	SEA is moving toward requirement for regular, systematic classroom/work area-oriented performance evaluations of teachers, with required in-service training relevant to identified deficiencies. SEA would like to see different criteria for different certificates, assessing qualifications for specific subject teaching, but the problem of getting properly certified teachers for all subjects in rural areas will probably prevent this.

State	Selection of Able Students Into Teacher Education Programs	Standards for State Approval of Teacher Education Programs	Standards for Initial Teacher Certification	In-Service and Recertification	Comments
VERMONT	All IHEs must set minimum GPA and require evidence of speaking and writing competence when screening applicants for entrance into teacher preparation programs. All IHEs must provide career counseling as part of teachers preparation programs.	Performance-based teacher preparation is required by state regulation and program approval standards. The IHE is required to show where in its courses and practica the competencies are acquired. State certification regulations, NASDTEC standards, and specific standards relating ot the practicum are the external standards applied to programs. As a weighting standard, the IHE supplies a statement of program intent and limitation. The unique philosophy and resources of the institution are used in order to promote variety of programs in teacher preparation. Regulations require review of Program Approval reports by the Vermont Certification Review Board, a group representative of teachers, administrators, and IHEs.	Completion of approved program or a valid and comparable certificate from out of state are required for 98% of candidates. Two percent are certified by equivalency examination or conditionally on special one-year contract. Study of the teaching of reading is a required part of all Vermont teacher preparation programs. First certificate (Professional Probationary) is valid for three years.	First regular certificate valid for three years. Local evaluation required for the second regular certificate. Nine credit hours, or the equivalent, every seven years required for renewal of second regular certificate. In addition, each certificate-holder is required to submit a long-range plan for professional development.	These policies are a change from the regulations and policies dating from 1971. The State Board of Education approves teacher preparation programs with the advice of the Certification Review Board. The Commissioner has appointed a higher education committee to make recommendations for changes in Program Approval procedures.

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VIRGINIA	IHEs must submit statement of admission standards, screening methods. SEA encourages the use of admission requirements including standardized tests, interviews, past experiences, etc., but sees the introduction of such standards as difficult now because of IHE enrollment declines and competition with more renumerative careers for able students.	IHE must hold membership in the Southern Association of Colleges and Schools to get program approval. Visiting committee appointed by SEA chief makes report to State Advisory Committee on Teacher Education ("professionals from all levels and phases of education") which makes recommendation to State Board. Detailed standards require IHEs to set competencies and present requirements of coursework.	Initial certificate requires completion of certain courses or competencies. Provisional certificate: valid for two years, two-year extension possible if satisfactory progress; has general or professional education deficiencies which must be remedied. Collegiate professional certificate: standard B.A.-level certificate, valid for five years, renewable. Starting in July 1980, all students required to submit NTE scores to SEA, but no minimum score has yet been determined. Beginning in July 1984, all beginning teachers will be issued a two-year certificate, and the SEA will validate the standards upon which the provisional certificate may be elevated to full certificate status.	Certificate renewal requires: ● recommendation of employing district superintendent ● six semester hours of coursework (three may be non-credit LEA-sponsored, SEA-approved workshops).	State Board recently approved new regulations that will permit liberal arts graduates with no teacher preparation to receive provisional two-year teaching certificates. During the two-year period, they will be required to take nine semester hours of coursework in teaching methods, and they will be observed and aided by experienced teachers. At the end of the two years, they will be evaluated by teams probably composed of teachers and laymen. The state budget includes funds for demonstration projects aimed at development of the evaluation process.

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WASHINGTON	IHEs are required to set standards and to provide ongoing assessment and counseling. Minimum GPA of 2.0.	Detailed standards for program approval deal with degree of individualized instruction, written agreements with field sites, appropriate sequences of field experiences, and a variety of other issues. IHE must specify and assess the knowledges and skills graduate will possess, including minimum generic standards set by State Board. Competencies are viewed as only one tool for program development.	Initial certificate, valid for four years, requires eight weeks of practice teaching and IHE verification of candidate's mastery of generic skills. SEA is interested in thinking about teacher education as a post-B.A. program, treating it as a professional school, but no change is now planned. SEA supports minimum cut-off scores for certification, but State Board does not support competency testing. Status report from SEA chief to State Board states view that competency testing in basic skill areas should be in admissions process and purpose should be formative.	Permanent certificate requires at least three years of successful teaching and 30 semester hours of graduate credit. At least 20 of these must occur after the first year of teaching as part of a planned program of development to which the teacher is formally admitted.	

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WEST VIRGINIA	IHEs must have guidance service and admission criteria. SEA policy requires a minimum GPA for beginning student teaching, but survey response does not indicate whether set by SEA or IHEs. SEA is moving toward use of criterion-referenced tests at various points in the prospective teacher's training including before admission to program, but these early tests are primarily for diagnosis and remediation of problems rather than selection or recruitment. SEA feels recruitment and selection should be responsibilities of IHE.	SEA supports but does not mandate CBTE. Program approval every five years is based on hours/subject areas and on exit competencies, but SEA is moving toward greater emphasis on competencies even to the point that candidates can, by demonstrating competencies, "test out" of coursework. SEA goal is to make program approval more product-oriented and less process-oriented. One "process" change is planned, however: greater emphasis on field experiences. SEA lists as problems to be overcome in implementing these new policies: ● funding for test development ● professional attitudes toward and court challenges to state testing programs ● conventional attitudes on subject area preparation vs. field experiences ● IHE view of departments of education makes it impossible to ignore credit hours and focus on performance standards	Initial certificate, valid for three years, issued upon graduation from approved program. SEA plans change to standards based on tests of basic skills, general education, subject matter specialty, and professional education. SEA now turning major attention to development of criterion-referenced tests. SEA would like to see: ● test or item banks available for SEA use ● validation of tests with public school curricula ● development of instruments for observational assessment of performance ● funding for research on relationship of teacher competencies and student achievement	Initial certificate renewed after six semester hours of advanced training approved by county. Permanent certificate awarded upon third renewal of five-year certificate or master's degree, and five years teaching experience. SEA would like to discontinue permanent certificates since periodic recertification would aid maintenance of performance standards and facilitate statewide studies of teacher supply and demand. LEAs must submit three-year continuing education plans with annual updates to SEA. SEA would like to see continuing education tied to formal needs assessments on individual teachers' strengths and weaknesses, but teachers' fears about potential uses of such assessments for administrative decisions on employment instead of diagnosis and remediation will probably prevent this.	Sea would like to see: ● SEA personnel in certification unit work more closely with other SEA units so that certification decisions are more closely tied to school improvement research and state policy goals ● closer relationship between State Board of Public Education and State Board of Higher Education ● statutory assignment of responsibility for teacher education assigned jointly to SEA, IHEs, and LEAs SEA believes flexibility for IHEs should be in programming, not standards; state has responsibility to public to insure that performance criteria are met.

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WISCONSIN	SEA favors use of cut-off scores on standardized tests and minimum GPAs to be set by individual IHEs as prerequisites for admission to programs. SEA is now developing standards to implement desired policies on selection of able students.	NASDTEC standards are used for program approval, but SEA is now developing state-specific standards. NASDTEC standards used for approving CBTE programs focus on: ● explicit statement of exit competencies ● program description relating these competencies to specific learning activities in courses or subcourses ● IHE conduct of formal follow-up study tying competencies to initial professional role performance SEA is now developing standards on field experiences.	Licenses are awarded upon graduation from an approved program with completion of specified coursework in teaching of reading, exceptional children, and human relations. Wisconsin makes a variety of emergency licenses, equivalency permits, intern licenses, and substitute licenses available.	Permanent license is awarded to applicants who have taught for six semesters (two within the last three years) with a regular certificate. Permanent license remains valid as long as teacher teaches at least 90 days a year. If teacher does not teach for five or more consecutive years, six semester credits of refresher work is required to revalidate license. The SEA is now promulgating a new rule that would discontinue issuance of permanent lifetime certificates and base recertification on coursework, in-service training, and appropriate activities. LEAs are now required to involve teachers, administrators, and other professionals in operation of in-service programs. A state advisory council is now studying ways to strengthen LEA in-service programs, but legislature will have to provide state funding.	CBTE is mandated for programs for training school administrators.

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WYOMING	No policies at present.	Program approval by NCATE and other standard accrediting associations. SEA views the setting of competency objectives at the state level as too difficult, given criteria of fairness, thoroughness, and culture-independent measurement.	Initial certificate, valid for five years, based on graduation from an approved program and completion of the following coursework: -- at least 40 semester hours of general education, including at least six of these nine subjects • English • Foreign Langauge • Health and Physical Education • Humanities • Mathematics • Practical Arts • Psychology • Science • Social Studies -- at least 24 semester hours of professional education, including all of these areas: • human growth and development • research, testing, and educational media • historical, philosophical, and sociological foundations of education • education administration • teaching of reading (two semester hours) • exceptional children (two semester hours) • human relations; self-concept (two semester hours) Also required: field experiences throughout training or three years successful public school teaching experience.	Initial certificate can be renewed after five semester hours of IHE coursework or five hours of SEA-approved LEA-sponsored in-service training. Professional certificate awarded after five years teaching experience and master's degree; valid for ten years. Renewal of professional certificate based on ten hours of IHE coursework, SEA-approved in-service training, or "professional growth credit." Professional growth credits awarded for research, travel, performance evaluation, publications, achievement of competency-based job improvement goals, etc. Professional Growth Committee (state level) determines amount of credit to be awarded based on intellectual depth of subject, clock hours, quality of work product, contribution to field, etc.	SEA points out that LEA administrators are reluctant to take on the role of evaluator of teachers' on-the-job performance. SEA would like to see performance evaluation tied to state accreditation of schools and as an LEA-developed option for recertification requirements beyond state requirements.

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